DOCUMENT RESUME

ED 370 347　　　　　　　　　　　　FL 021 620

AUTHOR	Robbins, Jill; and Others
TITLE	Learning Strategies in Japanese Foreign Language Instruction. High School and College Resource Guides, 1992-1993.
INSTITUTION	Georgetown Univ., Washington, D.C.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Sep 93
CONTRACT	P017A00011-92
NOTE	447p.; For related Final Report, see FL 021 619.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	Classroom Techniques; Curriculum Design; *Curriculum Development; Higher Education; High Schools; *Instructional Materials; *Japanese; *Learning Strategies; *Reading Instruction; *Reading Strategies; Second Language Instruction; Self Evaluation (Individuals); Skill Development; Worksheets

ABSTRACT

These 1992 and 1993 high school and college resource guides are products of a 3-year study of reading instruction for students of the Japanese language. The larger study investigated the usefulness of teaching specific reading strategies, and development of appropriate materials for teaching them. These volumes, intended as a resource for teachers, present additional worksheets for reading strategy instruction at the high school level and additional worksheets for instruction at the college level. Guidelines for teachers are included for each lesson. At the college level, forms for midyear student self-evaluations of speaking and listening skills and of reading and general skills are also included. (MSE)

****
*　Reproductions supplied by EDRS are the best that can be made　*
*　from the original document.　*
****

ED 370 347

SUBMITTED TO:

Dr. José Martínez
Program Officer
International Research and Studies Program
U.S. Department of Education
ROB 3, Room 3053
7th and D Streets, S.W.
Washington, DC 20202-5331

PR Number PO17A00011-92

LEARNING STRATEGIES IN JAPANESE FOREIGN LANGUAGE INSTRUCTION

FINAL REPORT - HIGH SCHOOL 1992 RESOURCE GUIDE

September 1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anna Uhl
Chamot
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SUBMITTED BY:

Anna Uhl Chamot, Ph.D.
Project Director
Language Research Projects
Georgetown University
1916 Wilson Blvd., Suite 207
Arlington, VA 22201
(703) 351-9500

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FL021620

BEST COPY AVAILABLE

1789

Learning Strategies Instruction for High School Japanese

1992 Resource Guide

Prepared by:
Jill Robbins, Motoko Omori, Fumiko
Yuasa, Lisa Küpper, and
Anna Uhl Chamot

Georgetown University
Language Research Projects

1916 Wilson Boulevard
Suite 207
Arlington, VA 22201

Learning Strategy Instruction for the High School Japanese Classroom

1991-1992 Weekly Schedule (weeks in parentheses)

(1) Introducing the study and requesting student cooperation

(2) Pretesting
  Test of Language
  Background Questionnaire
  Learning Strategy Questionnaire
  Self-Efficacy Questionnaire

  Preparatory Activities
    Worksheet 2: Learning in Different Subjects
(3) Directed Attention (*Syuutyuu*) introduced
    Worksheet 3A: Techniques for Studying Japanese
    Worksheet 3B: Directed Attention
(4) Contextualization (*Bamen Zukuri*) & Selective Attention (*Pointoshuuchuu*) introduced
    Worksheet 4A: Selective Attention
(5) Contextualization and Selective Attention practiced; Grouping (*Nakamawake*) introduced
    Worksheet 5A: Grouping
(6) Contextualization, Directed Attention, and Grouping practiced
    Worksheet 6A: Grouping - Opposites
    Worksheet 6B: Grouping - Hiragana
(7) Contextualization, Selective Attention
    Worksheet 7a: Teacher or Student Phrases - Selective Attention
    Worksheet 7b: What's different?
    Worksheet 7c: Using Pointoshuuchuu (Selective Attention)
(8) Review of Introductory lessons
    Worksheet 8A: Grouping
    Worksheet 8B: Contextualization
    Worksheet 8C: Opposites
    Worksheet 8D: Grouping Verbs
(9) Creative Repetition and Personalization introduced
    Worksheet 9A: Personalization
    Worksheet 9B & C: Creative Repetition
    Worksheet 9D: Selective Attention
    Worksheet 9E: Creative Repetition
(10) Contextualization, Evaluation, and Grouping practiced
    Worksheet 10A: Listening to the Dialogues - Creative Repetition
    Worksheet 10B: Creative Repetition
    Worksheet 10C: Grouping
(11) Imagery practiced

Worksheet 11A: Imagery
(12) Contextualization, Directed Attention, and Selective Attention practiced;
    Worksheet 12A: Directed Attention
    Worksheet 12B: Contextualization
(13) Creative Repetition and Selective Attention practiced
    Worksheet 13: Creative Repetition

Semester Break

(14) Review of Learning Strategies; Learning Strategies Review Questionnaire
    Creative Repetition and Personalization practiced
    Worksheet 14A: Personalization
(15) Contextualization, Cognates , and Personalization practiced
(16) Conversational Strategies and Personalization practiced
    Worksheet 16: Keeping a Conversation Going
(17) Contextualization and Selective Attention practiced
    Worksheet 17: Bingo (Time & Money)
(18) Elaboration and Cooperation practiced
    Worksheet 18: Cooperation
(19) Strategy Review
    Worksheet 19: Review of Strategies and Application to Kanji

Week 1

Introducing the Study and Requesting Student Cooperation

The week of: September 23 -27, 1991

Description of Activities *Teacher notes*

---

1. Monday, September 23: Introduce study, request student cooperation. Possible comments:

   "This year you're going to learn Japanese and we're also going to talk about how to learn Japanese. We're participating in a study through Georgetown University and they're very interested in knowing how you go about learning Japanese and also in having you practice certain ways of learning you might not know right now. I want you all to participate in this study, because it'll be fun and I think it will help you learn Japanese.

   Here are permission slips that your parents will need to sign. Please return these by Friday."

2. Wednesday and Thursday: Remind student to return permission slips.

3. Friday: All permission slips should be returned.

Week 2
September 30 - October 4, 1991

Monday, September 30	Tuesday, October 1	Wednesday, October 2
Nothing for the study.	Nothing for the study.	Pre-testing: Proficiency and Self-efficacy. Homework: Learning Strategy Questionnaire.

Thursday, October 3	Friday, October 4
Explain the purpose of the study and what students are expected to do. Emphasize importance of honest responses to worksheets. Hand out **Homework Worksheet 2**, to be completed as homework and returned the next day.	In last 5 minutes of class, have students return **Homework Worksheet 2**. Ask how many students agree with statement: "Learning a language is different from learning other types of subject matter." How many disagree? Conclude with statement about importance of not listening with half an ear in Japanese class.

Wednesday, October 2, 1991

Description of Activities *Teacher Notes*

---

1. Two tests are given in class. These are:

   o Proficiency pre-test: 15 minutes.

   o Self-efficacy pre-test: 15 minutes.

2. For homework, please give students the Learning Strategy Questionnaire. This should take them about 10-15 minutes to complete. Ask them to return the questionnaire the next day.

Thursday, October 3, 1991

Description of Activities	*Teacher Notes*

1. Collect the Learning Strategy Questionnaire that students completed as homework.

2. Explain more about the study, possibly saying:

"As I told you the other day, this class has been picked to participate in a research study of learning Japanese. I want to talk a little bit about the study, so that you understand what's involved.

First, some class time will be devoted to introducing and practicing learning strategies. You may already use some of these strategies. The long-range goal of the study is to help other students like you to learn Japanese more effectively. The short-range goal is to help you learn Japanese more effectively.

Second, you'll occasionally get worksheets in class to be completed as homework. Completing and returning the worksheets is considered part of the assigned coursework for this class.

I want you to put your names on these worksheets, but I'm not going to see your answers. You'll put your worksheets in an envelope, which I'll give to the people doing this study. Sometimes they will tell me what was said, but not who said it.

The reason behind this is that, from a research perspective, it's very important that you're honest in your answers. Don't give answers that aren't true, but that you think sound good. Tell the truth. This will help the researchers know how to improve or change the approach, or if it's okay as it is.

Sometimes we may talk about your feelings or experiences here in class, but other times we won't talk too much about the worksheets. The worksheets are to help you become aware of what you do to learn. We hope you'll find these activities and discussion fun, as well as helpful.

To start, I would like you to complete this worksheet and return it tomorrow. I won't see your answers, so please be very honest. The purpose of this worksheet is to get you thinking about what you do when you're learning Japanese.

3. As the first exercise in the study, give class Student Worksheet 1, to be completed as homework. This is an assignment. Students will hand this in the next day.

Name: ______________________________ **Date:** ____________________

Student Worksheet 2
Learning in Different Subjects

The purpose of this worksheet is to get you thinking about how and what you learn in your classes. There are no right or wrong answers. There is only what's true for you.

Consider this statement:

> Learning a language is different from learning other types of subject matter.

Do you think this statement is true? Why or why not? Before you answer, read and respond to the questions below.

1. Think about one class you take in English. List at least five things you're expected to learn in this class. Then do the same for your Japanese class.

A Class in English	Japanese Class

2. Think about what you do in these classes. Check the statements below that are *usually true* about these classes and what you do in each.

Statement	Class in English	Japanese Class
The teacher lectures most of the time.	_____	_____
The oral participation of every student is very important.	_____	_____
Students have hands-on activities to do (experiments, group work, practicing a manual skill, etc.).	_____	_____
I have to memorize a lot of facts and little details.	_____	_____
I have a lot of reading to do for homework.	_____	_____

Statement	Class in English	Japanese Class
I have a lot of writing to do for homework.	_____	_____
I have a lot of speaking (or rehearsing) to do for homework.	_____	_____
I have a lot of listening to do for homework.	_____	_____
I take a lot of notes in class.	_____	_____
I have to really concentrate on what's being said in class.	_____	_____

3. How are classes conducted in English different from and similar to your Japanese class?

Aspects to Class	Similarities	Differences
Type of Information Learned		
Type of Activities in Class		
What I do to Study		

Re-consider the statement. "Learning a language is different from learning other types of subject matter." Given your answers above, do you think this statement is true or not?

Friday, October 4, 1991

Description of Activities | *Teacher Notes*

---

1. In the last 5 minutes of class, have students return Student Worksheet 1 to the envelope and seal it.

2. Say: *"Learning a language is different from learning other types of subject matter." How many agree with this statement?* (show of hands) *How many disagree with this statement?* (show of hands)

3. Ask: "*Why?*" Accept several student comments.

4. Conclude with the statement:
"Here, you are learning very basic things that you already know in your own language. Another big difference between studying Japanese and a class in English is you can't listen with half an ear in Japanese class. Since understanding is not automatic in Japanese class, attention is an especially important aspect of learning."

Week 3
October 7 - 11, 1991

Monday, October 7	Tuesday, October 8	Wednesday, October 9
At end of class, remark upon importance of being aware of what you do as a learner. To help students examine their strategies, hand out **Homework Sheet 3A**, to be returned the next day.	Have students return **Homework Sheet 3A** to class envelope and seal. Research assistant will pick these up and return to you a Summary Sheet of student responses on Thursday.	Nothing for the study today.

Thursday, October 10	Friday, October 11
Take 5 minutes at end of class to give students the pooled answers to Homework Sheet 3A (taken from Summary Sheet given to you by Research Assistant). Conclude with "Well, those answers seem very interesting. Soon you'll learn names for some of the things you say you're doing.	Emphasize importance of listening in the foreign language. Introduce **Shuuchuu** (directed attention). Say aloud, one at a time, 5 sentences in Japanese and ask students to tell you their listening experience, using **Shuuchuu** to concentrate their attention on what you're saying. Hand out **Homework Sheet 3B**, for students to complete over the weekend and return on Monday.

Part C. What color is mentioned?

Use Pointoshuuchuu to hear the color that's mentioned. Answer the questions below.

1. What color car did Omori-san buy yesterday? ____________________
2. What color car did Shudo-san buy the day before yesterday? ____________________
3. What color shoes did I buy yesterday? ____________________
4. What color shoes did Nakano-san buy yesterday? ____________________
5. What color pencils did I buy? ____________________

Monday, October 7

Description of Activities | *Teacher Notes*

---

1. At end of class, say:

   "An important part of learning is to be aware of what you do as a learner. To help you examine your own learning strategies, I'd like you to complete this worksheet for homework."

2. Hand out Homework Sheet 3A. Students will return this the next day.

Tuesday, October 8

Description of Activities	*Teacher Notes*
1. Have students return Homework Sheet 3A to the class envelope and seal it.	
Research assistant will pick up worksheets at end of day and make a list of the answers most often given. This Summary Sheet will be brought to you (Kazue) on Thursday, for discussion in class.	

Thursday, October 10

Description of Activities	*Teacher Notes*
1. Take 5 minutes of class time (the end of the period is best) to give students the pooled answers to Homework Sheet 3A, i.e. Summary Sheet.	
2. Conclude by saying *"Well, those answers were very interesting. Soon you'll learn names for some of the things you say you're doing."*	

Friday, October 11, 1991

Description of Activities	*Teacher Notes*

1. Re-iterate the importance of listening to student learning. Tell students:

   "You've probably noticed how important a part listening plays in this class -- listening to me, listening to the tapes, listening to yourselves and each other.

   That's why we're going to start learning strategy instruction by focusing on listening. The first strategy you're going to hear about is one you probaby already know. But the importance of this strategy cannot be stressed enough, because if you don't use this one, little learning is going to take place. It's: ***Directed Attention****. In Japanese, we call this:* ***Shuuchuu.****"*

2. Write **Directed Attention** and **Shuuchuu** on board and have students repeat. Tell student that they are going to hear this word a lot as a reminder to focus their attention strongly on what's being said in class. Important points to make:

   You can't listen with half an ear to a foreign language like you can listen to your own language. You must listen much more closely and actively to Japanese than you do to English.

3. To have students practice **Shuuchuu**, conduct the following activity. Say:

   "You are going to practice Shuuchuu now. Listen very closely to what I say. I'm going to say a sentence twice. I want you to tell me what you heard, whatever words you caught, the approximate sound of the words you didn't catch, whatever your listening experience was."

   Okay, here's the sentence.

   えんぴつを かいます。

4. Ask students to describe their listening experience. Then say: *"Okay here's another sentence. Now listen very hard, use Shuuchuu, direct your attention."*

   Sentence 2:

   おすしを たべます。

5. Again, ask students to describe their listening experience. Then give them one more sentence, as time allows:

   Sentence 3:

   カメラを かいます.

6. To help students examine their own attentional abilities, hand out Student Worksheet 3B and have them complete as homework over the weekend. Discussion of the Worksheet can then serve as a re-introduction to the idea of strategies on Monday. (See notes for next week for discussion.)

Notes to Kazue about Directed Attention:

1. Try to begin each class with a reminder to students to focus their attention and put away distractors.

2. Take advantage of situations where you see a student not focusing on the job to be done. Say: **No, wait a minute. Shuuchuu. Pay attention here. Focus.**

3. You may also find it profitable to vary the ways you refer to this strategy, since students hear "Pay attention" so often. Suggestions: Concentrate. Listen. Focus. Attention! Tune in. Hear. Wake up! Or just Shuuchuu....

Homework Sheet 3A
What I Do To Learn Japanese

An important part of learning is being aware of how you learn and what you do to learn. Answer the questions below. Return this worksheet tomorrow in class.

1. *Learning vocabulary*: You have to learn vocabulary in Japanese. List the things you do *or* think about that help you learn and remember the new vocabulary.

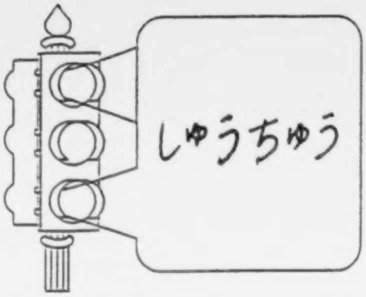
2. *Listening in class*: You have to listen to the teacher and understand what's being said. When she's talking, what do you do or think about to help yourself understand what's being said? What do you do if you don't understand?

3. *Speaking Japanese*: You also have to speak Japanese yourself in class. Give another student advice about how to do the drills. What would you tell another student to do to be able to answer questions correctly?

4. *Learning Hiragana*: You are also learning to write Hiragana. What are some of your techniques or strategies for learning the characters? What do you do or think to help yourself recognize and write the characters?

5. *Studying at home*: How do you study at home? What do you do? What kinds of things do you think about when you're studying Japanese outside of class? What can students do to help themselves remember the Japanese they're studying?

Homework Sheet 3B
Shuuchuu



Shuuchuu is a strategy that will help you learn Japanese. By paying close attention in class, you can eliminate some of the work you might have to do at home or cut down on the time in which it takes you to do the work. This sheet asks you to think about how you are frequently distracted while learning Japanese and how you might better focus your attention.

What distracts me in class?	What Can I Do To Avoid Getting Distracted?
Example: *I talk with other students.*	*I can listen to the teacher more closely, and talk to my friends before or after class.*

What distracts me when I study?	My Plan to Avoid Getting Distracted:

Given to Kazue
10/9/91

Notes to Kazue
about Summary Sheet

1. Hand out the Summary Sheets to students. I've enclosed 19 copies.

2. Introduce your review of their remarks by saying something like:

Georgetown University picked up your descriptions of what you do to learn Japanese and summarized your answers. Here they are...and they're very interesting. Let's look at some of your answers quickly.

For learning vocabulary, some of you make flashcards or write or say the words over and over again. Some people mentioned that making up stories, sentences, or a picture helps them learn the words. I particularly like the one that says "I review the vocabulary before I go to sleep and when I wake up."

Listening in class got some very good answers. Watching facial expression and body language is good, and so is listening for the main idea. When you don't understand something immediately, number 3 is a very good strategy: I try to recall what she said just before and see what little clues I can find. All of the answers, really, were very good.

For speaking Japanese, Mmny of you weren't sure what to say but some of the best answers are these here on your sheet. Apparently many of you practice with friends. Good!

When it comes to learning Hiragana, many of you are very creative, it seems. My favorites on this summary sheet is "Form mental images that will help you remember the character" and "Each time I write a Hiragana character I read the word quietly." How many of you do this?

All the ones listed under Studying at Home are very good. The researchers tell me that there were many other good answers, too. Keep up the good work and you'll be successful at learning this language."

3. Conclude the discussion by saying something like:

I'm really pleased that you have so many different techniques and things you do to help yourself learn. We'll be talking more about this during the year, and you'll be learning names for some of the things you already do and hopefully learning some new techniques as well."

Summary Sheet: What Do You Do To Learn Japanese?

This sheet summarizes some of the answers you gave on your homework worksheet called "What I Do To Learn Japanese."

Learning Vocabulary

Make flashcards, make sentences with the new vocabulary.

I write the word over and over, while at the same time I sound it out.

Use some picture to represent the word.

Make up stories using the vocabulary.

Teach the vocab to one of my friends.

Review the vocabulary before I go to sleep and when I wake up.

Have friends quiz me.

Listening in Class

I listen for words I know.

Watch her facial expressions and body language.

I try to recall what she said just before and see what little clues I can find. (I'll try to figure out the verb, so I know what noun would fit.)

When my teacher is talking, I try to understand the main idea of her conversation.

Review the lesson or look ahead in the book, so I am familiar with what she will be saying.

Listen carefully!

Speaking Japanese

Must do every day to retain, and to acquire accent.

Listen to the question carefully, especially pay attention to the subject.

Say what you know.

Practice Japanese with another classmate.

Pay attention. Practice at home. Practice with friends.

Learning Hiragana

Associate the characters with something familiar.

Practice writing the characters every night.

Each time I write a Hiragana character I read the word quietly.

Find similarities between sound and look.

Form mental images that will help you remember the character.

Studying at Home

There must be silence with all distractors eliminated.

All reference materials must be within reach, as well as supplies.

Take a break every hour for food, drink, (nap?), etc.

I try to read the Hiragana in each word that was written.

I think about Japan when I'm in an emergency situation: How would I use Japanese?

Listen to tape.

Talking to people in Japanese outside of class.

Read out loud when you're alone.

Make up dialogues or mentally review your vocabulary when you're bored in another class, in the bus, the car, waiting in lines, etc.

Week 4
October 15 - 18, 1991
Introductory Unit 6

Tuesday, October 15, 1991	Wednesday, October 16, 1991
5 minute discussion of Homework Worksheet 3B. List 3 biggest classroom distractors on board. List 3 biggest distractors at home on board. Add concluding statement about "controlling attention - where you direct it and bringing it back to the task when it wanders."	Introduce importance of "Varying the ways you work with new Japanese material. Don't just repeat and repeat." Introduce **Bamen Zukuri** (contextualization). Practice vocabulary using props and posters. Suggest students use **Bamen Zukuri** (contextualization) at home, looking at objects in house and saying what color they are.

Thursday, October 17, 1991	Friday, October 18, 1991
Ask students if they used **Bamen Zukuri** (contextualization) at home last night. Ask for examples. Continue to practice new vocabulary using props **(contextualization)**.	Remind students to direct their attention **(Shuuchuu)**. Introduce **Pointoshuuchuu** (Listening selectively). Have students practice w/Classroom Worksheet 4A. (Teacher script is in Attachment A.) Summarize **Pointoshuuchuu**: Means paying the most attention to one aspect of what you're hearing. Where you put your attention varies, depending upon the task to be completed.

Wednesday, October 16, 1991

Props needed (real objects or pictures of objects):

Shoes, paper, pencil, telephone, book, dog, cat, movie (in a colored video case) of various colors (red, black, yellow, blue, white).

Poster w/pictures of tea, sushi, water, and meal.

Description of Activities *Teacher Notes*

---

1. Introduce ideas about memory and recall. Say something like this:

   "Today we're going to talk a little about memory and recall. Obviously, you have a lot of new words and phrases to learn in this class. You have to be able to recall them if you want to understand what I'm saying to you, and to use them yourself."

   "Perhaps the most important thing I can tell you about how to improve your memory is this: ***Manipulate the new material -- words, phrases, expressions - in as many ways as possible. Don't just repeat and repeat in one way. There are a lot of fun, creative ways to vary the ways you repeat."***

   "In the next few weeks, we're going to look at and practice learning strategies that will help you vary the ways you repeat new Japanese. This, in turn, will improve your memory and recall."

   (over)

Tuesday, October 15, 1991

Description of Activities — *Teacher Notes*

1. Discussion of Student Worksheet 3B (5 minutes). Ask students:

   "What are the 3 biggest distractions you have in Japanese class?"

2. Write their list on the board.

3. Then ask: *"What are the 3 biggest distractions you have at home when you're studying Japanese?"*

4. Write their list on the board.

5. Conclude discussion by saying:
   "While you cannot control the language coming at you, you do have control over your attention and where you direct it. When you become aware that your attention has wandered, you can and should bring it back to the task at hand."

Thursday, October 17, 1991

Description of Activities	*Teacher Notes*
1. Inquire as to whether students used **Bamen Zukuri** (contextualization) at home or not. Asks for examples. Which words were hard to recall? Which were easy?	
2. Continue **Bamen Zukuri** (contextualization) practice w/props.	

"Right now, I want to tell you about one type of repetition - using props, or real objects. This is called ***Bamen Zukuri*** *(Contextualization). It means to make the vocabulary as real and concrete as possible, using objects from your environment, things you see around you."*

2. *Bamen Zukuri (contextualization) practice*: Hold up props, one by one. Ask students to give color of prop with and/or without the noun associated with it.

   (Additional props might be used if students were required to produce only "Akai desu" rather than including a noun they didn't know. Many variations possible with these props.)

3. *Bamen Zukuri (Contextualization) practice*: Can continue with poster of tea, sushi, water, and meal. Ask students to say whether the meal/beverage is hot or cold, delicious, good, etc.

4. Conclude lesson by giving students the suggestion to go home and look through their house and use **Bamen Zukuri** (contextualization) of objects there to practice color vocabulary. They can look at things and say "Kuroi desu", for example.

"We're going to be doing some drills now that deal with the colors you are learning. Before we do these drills, I want you to practice ***Listening selectively*** *or* ***Pointoshuuchuu****, depending on what the task is."*

3. Hand out Student Worksheet 4A. Remind students to pay the *most* attention to the part of the utterance that's important for completing the task. This will vary depending on the part of the worksheet. Students should practice shifting the bulk of their attention to the Japanese part that's indicated.

   Teacher's script is presented in Attachment A.

4. Summarize Pointoshuuchuu (Listening selectively), particularly the aspect of shifting your focus depending on the nature and point of the task. Tell students that they will be given lots of practice in this strategy in the future, applied to reading as well.

Friday, October 18, 1991

Description of Activities *Teacher Notes*

---

1. Begin by reminding students to use **Shuuchuu**.

2. After normal warm-up and practice have taken place, introduce **Pointoshuuchuu** (Listening selectively), saying something like:

   "You've heard about Directed Attention (Shuuchuu), or keeping focused on the task you're doing. But you probably know by now that you can't hear all the words all the time, with equal focus. Sometimes it's useful to direct most of your attention to a specific part of what you're hearing or saying.

   For example, if you ask me how much something costs, what type of information are you looking for? What kind of information would you expect to hear? (A number, a price) Well, that's what you need to listen hardest for. The rest of the sentence is probably not as important as the number itself."

   *"This is called **Listening selectively**. In Japanese we call that **Pointoshuuchuu**."* (Write on board, have students repeat.)

   "The nature of the task is what helps you decide what's most important to hear, or what you should play most attention to."

(over - script continues)

Okay, let's begin. Where are these people going?

1. Kukoo e ikimasu.
   くうこうへ いきます。
2. Ashita gakko e ikimasu.
   あした がっこうへ いきます。
3. Asatte nihon e ikimasu.
   あさって にほんへ いきます。
4. Mainichi toshokan e ikimasu.
   まいにち としょかんへ いきます。
5. Ima otearai e ikimasu.
   いま おてあらいへ いきます。

(Go over Part B before going on to Part C. Repeat each sentence, have students say what they checked, and say what clues were important to hear to answer the question of where people were going. Then go on to Part C.)

Part C: Last set. Here I am going to read 5 sentences about things people are buying or going to buy. I want to know what *color* they mention. So what is the most important word to hear in each sentence? (Color words; have students list them for you and write them on the board)

Let's try an example. What color dress is Yamamoto-san going to buy?

Akai doresu o kaimasu. あかい ドレスを かいます。

(Repeat sentence.)

What color is mentioned? Did you listen specifically for the color word?

Okay, let's begin.

1. What color car did Omori-san buy yesterday?
   Kino kuroi kuruma o kaimashita.
   きのう くろい くるまを かいました。

2. What color car did Shudo-san buy the day before yesterday?
   Ototoi aoi kuruma o kaimashita.
   おととい あおい くるまを かいました。

3. What color shoes did I buy yesterday?
   Kino akai kutsu o kaimashita.
   きのう あかい くつを かいました。

Attachment A
Teacher's Script
Practicing Pointoshuuchuu

Part A:

I'm going to read 8 sentences. I want you to tell me whether the action is happening in the present or past. What words might give you clues as to whether something is happening today or happened yesterday? (present tense or past tense, use of ototoi or kino vs. kyo).

Let's try an example. I'm going to say a sentence aloud and you check whether it's past action or present action. "Kino mimashita." きのう みました。

Is that something that's happened or is happening now or soon? What clues did you hear to tell you so? Okay, let's begin.

1. Umie ikimasu.
   うみへ いきます。
2. Kuruma o kaimashita.
   くるまを かいました。
3. Otya o nomimasu.
   おちゃを のみます。
4. Ototoi ongaku o kikimashita.
   おととい おんがくを ききました。
5. Kyoo kuruma o kaimasu.
   きょうくるまを かいます。
6. Mizu o nomimasu.
   みずを のみます。
7. Kinoo shikenga arimashita.
   きのう しけんが ありました。
8. Ototoi kimashita.
   おととい きました。

(Go over Part A before going on to Part B. Repeat each sentence, have students say what they checked (past or present) and say what clues they heard that told them so. Ask if listening selectively for the past/present clues was helpful for doing the task. Then moves on to Part B.)

Part B: Okay, Part B. Here I want you to listen selectively for something else. So you're going to have to shift your focus and listen specifically for something else. I am going to read you 5 sentences. They are all about places people are going. What words would you expect to hear, given what you know in Japanese? (Ikimasu, and then any of the place vocabulary they've learned) What word is the *most important* to hear, to answer the question of *where* the person is going?

Let's try an example: Where is Suzuku-san going?

He says: Umie ikimasu. うみへ いきます。

Where is he going? What word told you where he was going?

Classroom Worksheet 4A
Pointoshuuchuu

ぽいんと
しゅうちゅう

Pointoshuuchuu means deciding what's the most important part to hear and then listening specifically for that part. Knowing what the point of the lesson is can help you decide where to focus most of your attention. Here's a chance for you to practice pointoshuuchuu.

Part A. Is it happening now or did it happen in the past?

Listen to the eight sentences your teacher says. For each sentence, decide whether the action is happening today or if it happened yesterday or the day before. Check "past" or "present" below, and write any clues you heard that helped you make your decision.

	Past	Present	Clues I Heard
1.	_____	_____	____________________________________
2.	_____	_____	____________________________________
3.	_____	_____	____________________________________
4.	_____	_____	____________________________________
5.	_____	_____	____________________________________
6.	_____	_____	____________________________________
7.	_____	_____	____________________________________
8.	_____	_____	____________________________________

Part B. Where is the person going?

Use Pointoshuuchuu to identify where the person is going.

1.

2.

3.

4.

5.

4. What color shoes did Nakano-san buy yesterday?
Kino siroi kutsu o kaimashita.

きのう しろい くつを かいました。

5. What color pencils did I buy?
Kiroi enpitsu o kaimashita.

きいろい えんぴつを かいました。

(Teacher goes over responses, checking to see if students attended to the specific color word more than to other words in the sentence.)

Week 5

Material: Introductory Unit 7

Day 1	Day 2
Use **Contextualization** to introduce adjectives.	Review the importance of using **context**. Practice using posters.

Day 3	Day 4
Introduce students to using **Selective Attention: Pointoshuuchuu**. **Pointoshuuchuu**: Means paying the most attention to one aspect of what you're hearing. Where you put your attention varies, depending upon the task to be completed.	Remind students to selectively attend **(Pointoshuuchuu)**. Have students practice.

Day 1 Week 5

Material: Introductory Unit 7
Props suggested: pictures of hot and cold weather or beverages, large and small objects that students know. Have on hand: large & small money, papers, books; old and new books and pencils.
Worksheets: none

Description of Activities *Teacher Notes*

---

1. Introduce new vocabulary by showing the picture card for each item, contrasting opposites:

あつい	atsui (hot)	さむい	samui (cold)
おおきい	ooki (large)	ちいさい	chisai (small)
あたらしい	atarashii (new)	ふるい	furui (old)
むずかしい	muzukashii (difficult)	やさしい	yasashii (easy)

2. Tell students: *You are using **Bamen Zukuri** (contextualization) by saying the adjective to go with each picture. Please remember that putting new words in a context is a powerful way to learn their meanings.*

3. Ask students to use the adjectives to name objects around the classroom. For example,

   atarashii/furui enpitsu, hon..(new/old pencil, book)

   あたらしい/ふるい えんぴつ, ほん

   ooki/chisai kami, okane, hon..(large/small paper, money, book)

   おおきい/ちいさい かみ, おかね, ほん

4. *When you go home, look for things in your house that are hot, cold, large and small. Say these adjectives in Japanese as you look at the objects. You will be helping yourself to learn them better.*

Day 2 Week 5

Material: Introductory Unit 7
Props: Several large pictures of vacation places, cars, and houses that can be described as small, large, old and new.
Worksheets: none

Description of Activities *Teacher Notes*

---

1. Review practicing the new vocabulary in context. Say something like this:

   "Today I have brought in some pictures of the new vocabulary we are learning in Introductory Unit 7. This is so you can practice them with a context. Use ***Bamen Zukuri.*** *"*

2. Hold up a picture of a tropical vacation place:

   Say: 1. *Samui desu nee.*

   さむい です ね。

   Student response: Iie. Atsui desu.

   いいえ, あつい です。

3. Hold up a picture of an old car:

   Say: 2. *Atarasii kuruma o kaimasu.*

   あたらしい くるま を がいます。

   Student response: Iie. Hurui kuruma o kaimasu.

   いいえ, ふるい くるま を がいます。

4. Continue using pictures (**contextualization**) to elicit student responses. Try holding up one and saying the opposite description of it.

Day 3 Week 5

Material: Introductory Unit 7
Props: none
Worksheets: none

Description of Activities | *Teacher Notes*

---

1. Introduce students to using **Pointoshuuchuu** (selective attention) while listening, as a means of determining what response to give. Say or write "*Pointoshuuchuu*" and asks students to recall what this means. (Selective attention) Remind students that the task at hand is what determines what you pay the most attention to.

2. Teacher Script:

   You are not to pay attention to every word in the sentences but to pay attention specifically to the emphasized words -- the adjectives. These are the most important words, since the drill requires that you change the adjective given into its opposite.

   This type of **Pointoshuuchuu** *(selective attention) is very useful in drills. Substitution drills usually have one part that stays the same and one part that you are to change. You should focus most of your attention on the part that changes.*

   So what you need to focus most of your attention on is the adjective, and just repeat the rest of the sentence I say. You need to think in opposites, thinking only about the adjective and giving its opposite in your response.

3. *Script of Substitution Drill:*

例：　T：　さむいですねえ。
　　　Ss：　あついです~~ねえ。~~。

1.　T：　さむいですねえ。
　　Ss：　あついですねえ。

2.　T：　あたらしい　くるまをかいます。
　　Ss：　ふるい　くるまをかいます。

3.　T：　ちいさい　うちをかいます。
　　Ss：　おおきい　うちをかいます。

4.　T：　やさしい　しけんがあります。
　　Ss：　むずかしい　しけんがあります。

Day 4 Week 5

Material: Introduction to Grouping
Props: list of words to be grouped
Worksheets: Classroom Worksheet 5A

Description of Activities *Teacher Notes*

---

1. Write "*Nakamawake*" on the board. Tell students:

   This word means grouping. Grouping is a useful way to work with new material and provides yet another way to practice what is being learned. Let's take an opportunity to practice "Nakamawake".

2. Write these words in Japanese on the board or on an overhead:

しけん	(test)
ききます	(listen)
うみ	(beach)
うち	(house)
せんせい	(teacher)
えいが	(movie)
くうこう	(airport)
おてあらい	(bathroom)
としょかん	(library)
べんきよう	(study)
かきます	(write)
はなします	(speak)

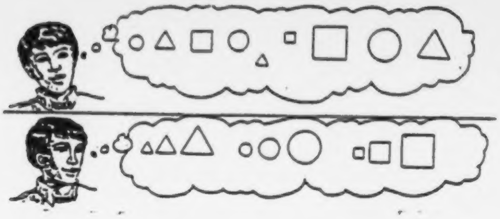
3. Ask: "*What two groups could these words be put into?*" After the students suggest TITLES for the groups, write the titles on the board in Japanese. Then write what words the students say should go in each group. If students are having trouble thinking of groups, you might suggest, *"How about things related to school?"* and write がっこう "Gakkoo" (school) on the board. Under this heading, write the words students pick, like:
shiken (test); sensei (teacher); kikimasu (listen)...
しけん, せんせい, ききます
Another grouping might be ところ "Tokoro" (places):
umi (beach); uchi (house); otearai (bathroom)...
うみ, うち, おてあらい

4. Distribute Classroom Worksheet 5A and have students work individually to complete it. Go over responses. One student may have different groups from another student, but each student should be able to give reasons for their groupings.

5. Conclude with: *"The groups you create don't have to be the same. Create groups that are meaningful to YOU. They will be easier for you to remember."*

なかまわけ

Classroom Worksheet 5A
Nakamawake



Here's an opportunity for your to practice grouping. In Japanese we call this **Nakamawake**. Nakamawake means you put words into groups according to similar characteristics. It is most important that the categories mean something to you. Learning words in this way helps your memory because you associate the words with each other.

おおきい
いきます
たべます
ほん
あかい
むずかしい
ねこ
ききます
のみます
くつ
いえ
つめたい
おいしい
かいます
いぬ

Group the words in the box according to their parts of speech.

Adjective	*Noun*	*Verb*

WEEK 6

Introductory Unit 8

Day 1	Day 2
Review Learning Strategy Poster Introduce New Vocabulary with Pictures **(Bamen Zukuri)**	Review Grouping "Nakawame." Remind students to direct their attention **(Shuuchuu)** Classroom worksheet 6a

Day 3	Day 4
Discuss use of **Nakamawake** with hiragana Distribute Homework worksheet 6b	Review Homework Worksheet 6b Discuss **Nakamawake** techniques students devised.

Day 1 Week 6

Material:	Introductory Unit 8
Props:	Learning Strategy Poster; pictures of expensive and inexpensive shoes, travel pictures of beaches far away and near, interesting and uninteresting movies.
Worksheets:	none

Description of Activities *Teacher Notes*

---

1. Review the different strategies already learned: Display a Learning Strategy POSTER. Ask students:

   What are the names of the learning strategies?

   Can you give an example of how each one is used?

   Have the strategies been useful to you so far?

2. The strategies that have been taught are:

   a. Ways to focus attention -
   Shuuchuu (directed attention)

   しゅちゅ

   Pointoshuuchuu (selective attention)

   ぽいんと しゅちゅ

   b. Ways to manipulate material to be learned-
   Bamen Zukuri (contextualization)

   ばめんずくり

   Nakamawake (grouping)

   なかわまけ

Day 1 Week 6 (continued)

3. Without mentioning a strategy name, introduce new vocabulary from Unit 8, using props, where possible.

New Word	Meaning	Picture for Contextualization
とおい	tooi (far)	Carribean beach, tooi umi (far beach)
ちかい	chikai (near)	S. Carolina Beach, chikai umi(near beach)
おもしろい	omoshiroi (interesting)	Star Wars ad, omoshiroi eiga(Interesting movie)
つまらない	tsumaranai (boring)	Glory ad, tsumaranai eiga (boring movie)
ながい	nagai (long)	Cruise ship in Arctic - nagai yasumi(long vacation)
みじかい	mijikai (short)	Family picnic, mijikai yasumi (short vacation)
たかい	takai (expensive)	Expensive shoes, takai kutsu
やすい	yasui (inexpensive)	Inexpensive shoes, yasui kutsua

4. After introducing and practicing vocabulary, ask:

"Which strategy were we using in learning this new vocabulary?

Hopefully students will say **contextualization.**

Day 2 Week 6

Material:	Introductory Unit 8
Props:	none
Worksheets:	Classroom Worksheet 6A

Description of Activities	*Teacher Notes*

1. Remind students to use **Shuuchuu** (directed attention) and **Pointoshuuchuu** (selective attention) during drill work. Tell students:

   *"Remember that when we do a drill,you can use **Pointoshuchuu** to think of what the point of the drill and is where you should be focusing most of your attention."*

2. Review **Nakamawake** (grouping), using Classroom Worksheet 6a. This worksheet asks students to manipulate the new vocabulary, as well as reviews and integrates old vocabulary. Total time: 5 minutes for grouping, 2 minutes to go over. Have selected students write their groups on the board.

Classroom Worksheet 6a

なかまわけ

Here's an opportunity for you to practice **Nakamawake** with the vocabulary you're learning.

A useful way of practicing Nakamawake is to group words with their opposites. There are eight boxes below, each containing one word and room for a second word. Thinking in opposites, write in the missing word in each box.

とおい	ちいさい	ながい	あたらしい
あつい	たかい	ねこ	おもしろい

Day 3 Week 6

Material:	Hiragana
Props:	none
Worksheets:	Homework Worksheet 6B

Description of Activities *Teacher Notes*

---

1. Tell students: *"You have practiced* **Nakamawake** *(grouping) with words, by finding their common associations and by looking for opposites. You can use one form of grouping to help you learn new Hiragana.*

   Do you know which Hiragana are easily confused and difficult to remember? Think about how you can keep these clear in your mind when you do this Homework Worksheet.

2. Hand out Homework Worksheet 6b - in which students practice grouping in reference to Hiragana.

   Note: Although the strategy of **self-evaluation** is not explicitly mentioned to students, this is an element in the worksheet, because students must reflect on which hiragana give them trouble and come up with a way to deal with it.

Homework Worksheet 6b

なかまわけ

Learn Japanese hiragana by **Grouping** them into similar ones, difficult versus similar ones, ones that rhyme. This sheet asks you to think about how you deal with the Hiragana *that cause you trouble*. Remember the more ways you repeat and regroup, the better you remember!

Write 5 pairs of Hiragana that you think are *similar* to each other.

1. ________ ________
2. ________ ________
3. ________ ________
4. ________ ________
5. ________ ________

Now think about their *differences*. To yourself, state *in one sentence* what makes one different from the other. Now write a sentence that will help you remember what sound each one stands for.

Example: When I see ゆ, I tell myself, "You (Yu) *can* write this hard character."

1.

2.

3.

4.

5.

Day 4 Week 6

Material: Hiragana Lesson
Props: Overhead Transparency of Hiragana Memory Helpers
Worksheets: Discussion of Homework Worksheet 6B

Description of Activities *Teacher Notes*

---

1. Ask students: *"On the Homework Worksheet 6B, what were some of the Hiragana you thought would be difficult to remember? How did you decide to try to remember them?"*

   This allows students to share their own learning strategies and learn from each other.

2. If students don't have any suggestions, give examples of your own, such as

   ぬ (nu) is confused with め (me)
   so remember いぬ (inu) "dog"

   ね (ne) is confused with わ (wa)
   so remember ねこ (neko) "cat"

   "The trick is to remember that both ぬ *and* ね *have a tail. Compare* ぬ *(nu) with* め *(me) and* ね*(ne) with* わ *(wa) which don't have the little loop at the bottom, or tail."*

SUMMARY OF HIRAGANA STRATEGIES

The class recently completed worksheets on their strategies for remembering hiragana. A look at them showed that there were basically two different approaches.

1. Some students relied on the visual differences between characters, as in:

   (は ha v. ほ ho)

   There are two bars on ほ(ho).

   There is a **ho**rizontal line on ほ(ho)

   (わ wa v. れ re)

   わ (wa) curves inward and れ (re) out

   わ (wa) looks like a person riding a horse.

   (さ sa v. き ki)

   The key to remembering き (ki) is the two bars.

   (ち chi v. ら ra)

   The dash goes across one and it doesn't touch the other.

   (お o v. あ a)

   There is a little dash on the side of お(o).

2. Other students relied on the sound of the characters, and wrote sentences with them:

   ほ!(ho) ほ!(ho) It's Christmas Eve!

   し (shi) is a girl.

   は!(ha) this character is funny looking (or easy.)

   ね (ne) Nay, it's not an easy character.

   ぬ (nu) That's new!

   し (shi)'s really a ひ (hi).

(over)

It is important to remember that when you are given worksheets like this, you should look critically at the examples and then think of whether they might work for you. If not, please don't feel that you **have** to use that particular strategy. If you have an idea about a technique that you think would work better, go ahead and use it, and please share it with your classmates and teacher, and the strategies researchers, so others can profit from your experience. Thanks for your help.

Day 1 Week 7

Material: Introductory Unit 9
Props: none
Worksheets: none

Description of Activities *Teacher Notes*

---

1. This lesson presents useful classroom phrases. Analyzing the phrases reveals that some are generally teacher phrases, while others would be used primarily by students. There are still others that either teachers or students might use.

   Point out to students that a powerful way to learn is to listen for the meanings of phrases and act them out, when possible. This is a form of **Bamen Zukuri** (contextualization), because the phrases are heard and repeated in the context of the action that is implied. (Within language learning, giving commands and having students act them out is sometimes referred to as TPR, or Total Physical Response.)

   Teach this phrase first, telling students what it means, and use it repeatedly to elicit student repetition of all the other phrases.

   Please say it in chorus. みんなで いってください。

2. Introduce the teacher phrases that are most immediately able to be acted out first. Tell students:

   "Here are 4 phrases I would say to you. I'm going to say the phrases and then I'm going to show you what you should do, if I say these phrases to you."

(2.) **Write a prompt on board** that students know:

あたらしい くろま を がいます

"Atarasii kuruma o kaimasu."

a. Say the phrases below and, charade-like, act out their meaning around this prompt.

Please read it.	よんでください。
Please write it.	かいてください。
Please listen to it.	きいてください。
Please say it.	いってください。

b. Say the phrases again, acting out their meaning. Tell students:

"Repeat both my words and my actions."

c. Act out the actions again, telling students:

"When you see me do the action, say the phrase aloud."

d. Speak to the student at the end of the row of desks or at the corner of the group:

"Give the person next to you a command. They should act it out and give a command to the next person, and so on."

3. **Introduce the variations** on the first commands. Write another phrase on the board, such as

むずかしい しけん が あります。

"Muzukashii shiken ga arimasu", so that students have another prompt to respond to, with actions. Then introduce these variations on the four commands just taught. Act out the variations so students can see, as well as hear, the difference to what they just learned.

Please say it again. もういちど いってください。

Please say it slowly. ゆっくり いってください。

Please say it faster. はやく いってください。

Please say it one person at a time. ひとりずつ いってください。

a. **Drill** these phrases, saying the command and having students repeat after you.

b. Say the command again, and point to the phrase on the board. Tell students:

"Change the way you say this phrase by following the command."

Have students repeat phrase in the four different ways.

Point out that "Please say it again" or "please say it slowly" can also be used by students when they're having a problem understanding in the classroom or when talking to a native speaker outside the classroom.

4. **Introduce the student phrases below,** telling students that these may be some of the most useful phrases for them to know, to communicate their understanding (or lack of it). Again, act out the meaning, charade-like, looking confused or comprehending.

I don't understand. わかりません。
(confused look)

I understand. わかります。
(comprehending, pleased look)

I have a question. しつもんがあります。
(waving hand above head)

Then repeat each phrase one by one, acting it out, and having students repeat and adopt the appropriate facial or body language.

Give students a context and ask them to identify which of the student phrases they'd use. For example:

(a.) *You ask for directions and you aren't clear about the person's answer.* (I don't understand, or please say it again.) わかりません. もういちど いってください

(b.) *Someone says something really fast to you and you don't understand.* (Please say it slowly, or I don't understand.) ゆっくり いってください

(c.) *You do understand what someone has said.* (I understand.) わかります

(d.) *You're in class, and you want to ask the teacher something.* (I have a question.)

しつもんがあります

Day 2 Week 7

Material:	Introductory Unit 9
Props:	Book, paper marked "homework"
Worksheets:	Classroom Worksheet 7a

Description of Activities *Teacher Notes*

---

1. Review the vocabulary from yesterday, using Classroom Worksheet 7a. Tell students:

   "All you have to listen for is whether the phrase is a teacher phrase or a student phrase. Check the column under ***teacher*** *or under* ***student*** *for each number on your worksheet. Look at the* ***hint****: try to remember the action that went with the phrase. Think about the action while you think of the sound."*

   Teacher script is on following page)

2. **Go over responses,** and ask students to tell you which box they checked and ask them to act out the command or give a situation where they'd use it. This provides review of context and exact meaning.

3. **Introduce the next set of teacher phrases,** again acting them out as appropriate, having students repeat and act out the phrases as well. The repeating should always be coupled with some sort of physical movement. Use as props the objects presented in Unit 9 (a homework paper, a book).

   Please open your book. ほんをあけてください

   Please close your book. ほんをとじてください

   Please turn in your homework. しゅくだいをだしてください。

Day 2 Week 7 (p. 2)

Teacher script:

1. Mooitido itte kudasai. (Please say it again.) (Student)
   もういちど いってください。
2. Wakarimasu. (I understand.) (Student)
   わかります。
3. Hitorizutsu itte kudasai. (Please say it one person at a time) (T)
   ひとりずつ いってください。
4. Wakarimasen. (I don't understand.) (Student)
   わかりません。
5. Minnade itte kudasai. (Please say it in chorus.) (Teacher)
   みんなで いってください。
6. Hayaku itte kudasai. (Please say it faster.) (Teacher)
   はやく いってください。
7. Sitsumonga arimasu. (I have a question.) (Student)
   しつもんがあります。
8. Kiite kudasai. (Please listen to it.) (T)
   きいてください。
9. Yukkuri itte kudasai. (Please say it slowly.) (T or St)
   ゆっくり
10. Yonde kudasai. (Please read it.) (Teacher)
    よんでください。

4. *Introduce the following phrases* in conjunction with what was learned the previous day. Say:

"You learned this phrase yesterday: かいてください

(please write). Here's one that's similar:

Please write the answer. こたえを かいてください

What do you think it means? Can you act it out for me? You can guess what this could mean, using what you already know."

5. Do the same with:

Please write your name.	なまえを かいてください
Please write the question.	しつもんを かいてください
Please write the answer.	こたえを かいてください
Please say the answer.	こたえを いってください
Please read the answer.	こたえを よんでください
Please read the question.	しつもんを よんでください
Please turn in your test. (similar to "turn in homework")	しけんを だしてください

Day 3 Week 7

Material: Introductory Unit 9
Props: none
Worksheets: Homework Worksheet 7b

Description of Activities *Teacher Notes*

---

1. Review phrases from Day 1 and Day 2, saying each and having students repeat, acting out the phrase, where possible.

To reinforce that these phrases are to be used in a **context**, to solve a particular problem, do a 5 minute drill with students where you read them a "situation." They have to tell you what phrase they'd use as a student.

Teacher script:

1. *Situation*: I've just given you directions in Japanese. You were looking in your notebook for something and you didn't hear what I said. Ask me to say the directions again.

Student Answer: Mooitido itte kudasai.
もういちどいってください

2. *Situation*: You're in Japan. You want to get to high school, and you've asked directions from a person on the street. He tells you where to go, but you didn't understand anything. What would you say?

Student Answer: Wakarimasen. (or) Mooitido itte kudasai. (or) Yukkuri itte kudasai.
わかりません／
もういちどいってください／ ゆっくりいってください

3. *Situation*: I've just explained a grammar point to you. You have a question. Tell me in Japanese that you have a question.

Student Answer: Sitsumonga arimasu.
しつもんがあります

Classroom Worksheet 7a
Teacher Phrases or Student Phrases

Here's an opportunity for you to practice both grouping and selective attention. You are going to hear 10 of the phrases you learned yesterday. Your job is to identify who is most likely to say each phrase - a teacher or a student. Put a check in the appropriate column.

Hint: If you have trouble remembering what a phrase means, think back to yesterday's class and try to remember what *action* went with the phrase. Don't just try to remember with your mind, either. Remember with your body, too -- because your body participated in yesterday's class as much as your mind did!

	Teacher Phrase	*Student Phrase*
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________
6.	____________	____________
7.	____________	____________
8.	____________	____________
9.	____________	____________
10.	____________	____________

Day 3 Week 7

Material:	Introductory Unit 9
Props:	none
Worksheets:	Homework Worksheet 7b

Description of Activities *Teacher Notes*

---

1. Review phrases from Day 1 and Day 2, saying each and having students repeat, acting out the phrase, where possible.

   To reinforce that these phrases are to be used in a **context**, to solve a particular problem, do a 5 minute drill with students where you read them a "situation." They have to tell you what phrase they'd use as a student.

   Teacher script:

   1. *Situation*: I've just given you directions in Japanese. You were looking in your notebook for something and you didn't hear what I said. Ask me to say the directions again.

   Student Answer: Mooitido itte kudasai.
   もういちどいってください

   2. *Situation*: You're in Japan. You want to get to the university, and you've asked directions from a person on the street. He tells you where to go, but you didn't understand anything. What would you say?

   Student Answer: Wakarimasen. (or) Mooitido itte kudasai. (or) Yukkura itte kudasai.
   わかりません／
   もういちどいってください／ ゆっくりいってください

   3. *Situation*: I've just explained a grammar point to you. You have a question. Tell me in Japanese that you have a question.

   Student Answer: Sitsumonga arimasu.
   しつもんがあります

d. *I've just given you a new sentence to learn. I say it to you. You want to write it down, so you ask me to write the sentence. How would you say this?*

Answer: Kaite kudasai. かいてください

e. *You're not sure how to say aloud a sentence in the book. Ask me to please say it aloud, so you can hear how it sounds.*

だ
Answer: Itte kudasai. いってくさい

2. **Now introduce student phrases,** acting them out and having students repeat them and act them out as well. Ask students to suggest a situation where they'd use such a phrase (**contexualization** again).

I can't hear. きこえません

I can't see. みえません

I forgot. わすれました

May I go to the restroom? おてあらいへいってもいいですか？

3. **Have students try it:** *"Now turn to the person on your right and give them one of the commands you have learned."*

d. *I've just given you a new sentence to learn. I say it to you. You want to write it down, so you ask me to write the sentence. How would you say this?*

Answer: Kaite kudasai. かいってください

e. *You're not sure how to say aloud a sentence in the book. Ask me to please say it aloud, so you can hear how it sounds.*

Answer: Itte kudasai. いってください

2. **Now introduce student phrases,** acting them out and having students repeat them and act them out as well. Ask students to suggest a situation where they'd use such a phrase (**contexualization** again).

I can't hear. きこえません

I can't see. みえません

I forgot. わすれました

May I go to the restroom? おてあらいへいってもいいですか？

3. **Have students try it:** *"Now turn to the person on your right and give them one of the commands you have learned."*

4. **Introduce remaining phrases** you might use in class. These are the ones that remain to be taught, in a fashion similar to or different from what's been suggested in these lessons:

That's right.	そうです。
That's not right.	ちがいます。
That's good.	いいです。
That's not good.	よくないです。
You did well.	よくできました、
You need a little more effort.	もうすこしです。

5. **For homework, assign Homework Worksheet 7b.** Tell students that tomorrow you will have quiz in which they will have to identify which phrase is being spoken, choosing between two that sound really similar.

Homework Worksheet 7b
What's Different?

Write the word in English that corresponds to the following Japanese words. Think about how the words sound. Say them aloud to yourself. In class tomorrow you will have a quiz in which you will have to identify which of these words is spoken in a sentence.

	Japanese	English word here
1.	いって	________________
	きいて	________________
2.	かいって	________________
	よんで	________________
3.	もういちど	________________
	みんなで	________________
4.	ひとりずつ	________________
	みんなで	________________

In the following 4 items write the Japanese word(s) that are different, then write the English equivalent. Say the sentences in Japanese aloud to yourself. *Hear* the difference. Think of the meanings of each sentence. Act out the meaning, where possible.

5. a. ほんをあけてください

b. ほんをとじてください

	Japanese that's different	English equivalent
a.	____________________	________________
b.	____________________	________________

6. a. はい、わかります。

   b. いいえ、わかりません。

	Japanese that's different	English equivalent
a.	____________	____________
b.	____________	____________

7. a. なまえを　かいてください

   b. しつもんを　かいてください

	Japanese that's different	English equivalent
a.	____________	____________
b.	____________	____________

8. a. よくないです

   b. よくできました

	Japanese that's different	English equivalent
a.	____________	____________
b.	____________	____________

Day 4 Week 7

Material: Introductory Unit 9
Props: none
Worksheets: Classroom Worksheet 7C

Description of Activities *Teacher Notes*

---

1. At some point during class, distribute Classroom Worksheet 7c, the "quiz" you promised them yesterday. Remind them, before they listen, that this a good opportunity to use **Selective Attention** (Pointoshuuchuu) to identify which sentence is being spoken. Since the sentences to choose from are so similar, where only one part is different, they should listen selectively for the part they know is different.

Teacher script:

1. Mooitido itte kudasai. もういちど いってください。
2. Namae o kaite kudasai. なまえを かいてください
3. Kikoemasen. きこえません
4. Wasuremashita. わすれました
5. Kotae o itte kudasai. こたえを いってください
6. Siken o dasite kudasai. しけんを だしてください
7. Hon o tozite kudasai. ほんをとじてください
8. Yoku dekimasita. よくできました

Name: ______________________________ Date: ________________

Classroom Worksheet 7c
Using Pointoshuuchuu

Read over the three possibilities. Your teacher will say one. Listen carefully (Pointoshuuchuu) and circle the letter to the sentence you hear.

1. a. みんなで　いってください
   b. もういちど　いってください
   c. ひとりずつ　いってくさい

2. a. こたえを　いってください
   b. こたえを　よんでください
   c. こたえを　かいってください

3. a. きこえません
   b. みえません
   c. きいてください

4. a. わかります
   b. わすれました
   c. わかりません

5. a. こたえを　いってください
   b. こたえを　かいってください
   c. なまえを　かいってください

(over)

6. a. しゆくだいを　だしてください
   b. しけんを　だしてください
   c. しくだいです

7. a. ほんをとじてください
   b. ほんをあけてください
   c. よんでください

8. a. よくないです
   b. よんでください
   c. よくできました

Day 5 Week 7

Material:	Introductory Unit 9
Props:	none
Worksheets:	none

Description of Activities *Teacher Notes*

---

1. **Review previously introduced phrases** by giving stuidents a situation and asking them what they‘d say in this situation. For example:

   a. *It's too noisy in class. The students behind you are talking so you can't hear what the teacher is saying. What would you say in Japanese, if you wanted them to be quiet?*

   Kikoemasen. きこえません。

   b. *You really have to go to the bathroom. Ask me if you may go.*

   Otearai itte mo ii desu ka? おてあらいへいってもいいですか？

2. **Introduce remaining phrases,** using TPR when appropriate, and have students practice responding with actions.

I will take attendance now. しゅっせきをとります。

Please do it now. いま、やってください。

Please look this way. こっちをみてください。

Please be quiet. しずかにしてください。

Please stop talking. おしゃべりをやめてください。

Please bring it tomorrow. あした、もってきてください。

It is homework. しゅくだいです。

Please wait a minute. ちょっとまってください。

Please take notes. ノートをとってください。

Week 8

Review of:
Introductory Lessons
All Hiragana

Worksheets:

Classroom Worksheet 8a	Grouping
Classroom Worksheet 8b	Contextualization
Classroom Worksheet 8c	Opposites
Classroom Worksheet 8d	Grouping Verbs

Week of:	November 11 - 15, 1991
Materials:	Review of all introductory lessons Hiragana

Description:

The Worksheets that are attached here are possibilities for reviewing the introductory units.

No order is suggested here -- that is something only you can determine.

BEST COPY AVAILABLE

Classroom Worksheet 8b
Contextualization

Here's an chance to see how well you can recall phrases that would be useful in a particular situation. Read the situations below. What would you say if you found yourself in this situation? Say the phrase aloud. Then write it below. Don't look in the book yet. First see what you can come up with from memory.

1. You're in agony because you have to go to the bathroom. Ask your teacher if you may go.

2. You don't understand something the teacher explained. Raise your hand and tell her you have a question.

3. The teacher has just written a Hiragana phrase on the board. You're not sure exactly how to say it. Ask her to please say it aloud.

4. You're in Japan and you're lost. You ask two people for help. You don't understand their answer. Ask them to tell you again and also to speak more slowly.

5. You're at a party and people are introducing themselves. What would you say if you were going to tell people your name and that you were pleased to meet them?

Classroom Worksheet 8c
Opposites

Putting opposites together is another way to practice grouping words and phrases. In each box below, one word or phrase in Japanese is given. Without looking in the book, fill in the opposite of each word or phrase. Look in the book only to check your work.

あたらしい くるま	ながい やすみ	ちかいうみ
つまらない ほん	ほんをとじてください。	さむいですねえ。
わかります。	そうです。	いぬがいます。

Classroom Worksheet 8d
Grouping Verbs

Part A.
As you know, when you use some Japanese verbs, you need to include the object marker を. Here's a list of verbs you know. Put these verbs into two groups - those verbs that don't need the object marker and those verbs that *do* need the object marker.

かいます
いいます
やすみます
みます
いきます
たべます
きます
のみます
あります
します

Verbs を

Verbs Not Needing を

Part B.
You know other verbs that take を. Add them to your list above.

Week 9
Lesson 1

DAY 1	DAY 2
Tell students that you want them to understand the difference between just plain old repetition and **Creative Repetition.** Show **Learning Strategy** poster and explain new strategies. Explain **Use What You Know**. Ask students to **use what they know** before you introduce new dialogue of Lesson One, then introduce dialogue and practice it.	Add the strategy **Personalization** to poster. Remind students to think of ways in which the material relates to their interests. Using worksheet 9a, practice self-introductions with meishi made by students.

DAY 3	DAY 4
Review using **Selective Attention.** By completing worksheet 9d, students practice listening for names and places. Practice **Creative Repetition** with maps and questions about location of cities, using worksheets 9b/c.	No Instruction - Thanksgiving Holiday.

Day 1 Week 9

Material:	Lesson 1
Props:	Strategy Poster and additions to poster for **Creative Repetition** and **Use What You Know**, tape of dialogue and player.
Worksheets:	none

Description of Activities *Teacher Notes*

---

1. Introduce **Creative Repetition.** Say:

   "Repetition may not seem like a very creative or stimulating strategy, but when done right it can be interesting and take you a long way to learning Japanese. Is learning hiragana hard? How many of you find it difficult learning to read lists of new words and phrases?" (Ask students for a show of hands.)

2. Review previous strategies. Tell students:

   "Finding a variety of ways to repeat the same words, phrases or sentences is important. We've already talked about how important it is to vary the ways you repeat, or manipulate, new material. You've practiced two ways: ***Contextualization*** *and* ***Grouping****. They are more fun than just plain old mindless repeating. How have you used these strategies on your own, when doing your homework? What were your experiences with them? Did you have any problems or did they help you?"*

   Take note of the student comments for future use. Put up the learning strategy poster on the wall, and point out the names of these two strategies to illustrate what students already know.

3. Introduction of new strategy. Tell students:

   "Now that we're starting dialogues, we're going to talk about ways to vary the way you work with the lines of the dialogues. I'll put names for the ways to learn dialogues up on this poster as we learn and practice them. One is ***Creative Repetition****, which is like the video camera, because you can play the action back slower or faster, cut out parts and add other parts, and play it any number of times. You change the way you see the action of the game, like you can change the way you repeat things in Japanese. I hope this will help you work with the Japanese you're learning in a variety of interesting ways. You can be confident that the more ways you vary your repeating, the better you'll learn and remember the dialogues. Another strategy we can use as we start new lessons is thinking about what we already know about the situation. This is called:* ***Using What You Know****. I'll put it on the poster with a picture of the umpire, becase he uses what he knows about the game to make decisions. He knows the rules and expects everyone to follow them. In the same way, knowing the rules people usually follow in social situations helps us understand conversations in another language."*

4. Introduce the first dialogue, perhaps in this way: (a) **Think of what you know before beginning a new lesson:** Tell students that the title of the dialogue is "Jiro Meets Tom." Ask:

"You've met people before. What kinds of things are said when two people meet for the first time? What actions do people take (e.g., smiling, nodding, etc.)?"

(b) Write student ideas on the board. What to try and elicit: People say things like "How do you do?" "My name is..." "Pleased to meet you." "Where are you from?" "I'm from..." and so on.

(c) **Use What You Know** to get the gist or main ideas: Tell students you're going to play the dialogue for them, and you're going to act out the various parts as they're said. You want students to guess what's going on, try to catch the gist of the interaction. Then play the dialogue and act out the lines of Jiro and Tom meeting.

(d) Ask students *"What do you think this means?"*
Prompts:
Yoroshiku. よろしく。

"What do you think this means?"
Uchi wa doko desu ka? うちはどこですか。

It's followed by:
Honolulu desu. ホノルルです。

"What do you think that means?"

(e) Say the lines again, having students repeat. They can act out the lines, shaking hands or bowing to the student next to them.

(f) Let students open their books and read the dialogue in the book. Answer questions.

(g) Repeat again. Have students identify which words are hard to say. Break these down, having students repeat, building up speed.

5. At the end of the lesson, ask students to tell you what was **Creative Repetition** in this lesson. ("We acted out the dialogue instead of just saying it in our head." "We started slowly, building up to regular speed."

   Finally, remind students to use **Creative Repetition** when they practice outside class and when they do homework.

Day 2 Week 9

Material:	Lesson 1
Props:	Strategy Poster, additions to poster for **Personalization**, and blank cards which the students will use to make their own business cards (meishi).
Worksheets:	Classroom Worksheet 9a

Description of Activities *Teacher Notes*

---

1. After introducing dialogue and having students repeat, so they know what the words sound like and their meanings, introduce **Personalization**. Put the card on the poster with the manager on it. Say:

   *"Another strategy we can use is **Personalization**, which is like the manager, who always thinks about how his team's performance affects his own career. In the same way, you can think of how what you're learning applies to you personally. Always try to see how the Japanese you're learning relates to yourself. Say the words but make them **personal** to you. Tell me **your** name. Tell me where **you** live."*

2. Model **personalization**, starting with yourself. Introduce yourself to a student and say "Yoroshiku." Student should respond by giving own name and saying Yoroshiku. Go around class, having students introduce themselves to each other.

3. Then move on to second part of dialogue - the home and where it is. Model again, starting with yourself, saying where you live. Ask a student about his home, and elicit a personalized response. Continue around the class.

4. Play the dialogues again and review. Have students take the parts and act them out.

5. Explain the importance of **meishi** in Japan. Tell students how people use **meishi** in business as well as personal introductions. Hand out the sample sheet (Classroom Worksheet 9a) and tell students:

   "Now you have a chance to use personalization again, by making your own meishi. Look at the samples given here. Some people have English on one side of their card and Japanese on the other. Foreigners usually write their name in Katakana, but today you can write your name in English or in Hiragana. After you make your own meishi, use it to introduce yourself to your classmate."

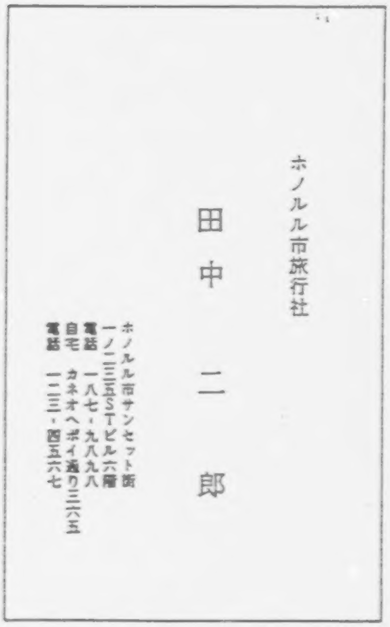
   Demonstrate how to offer a meishi in the correct way, and how to bow as you introduce yourself. Have students make their own business cards and re-do the dialogue, using the cards as props.

Classroom Worksheet 9a
Personalization

These are samples of **meishi** that are used for introductions in Japan. The information given on them is usually:

- Name
- Position or title
- Company & Address
- Phone Number (office and home)

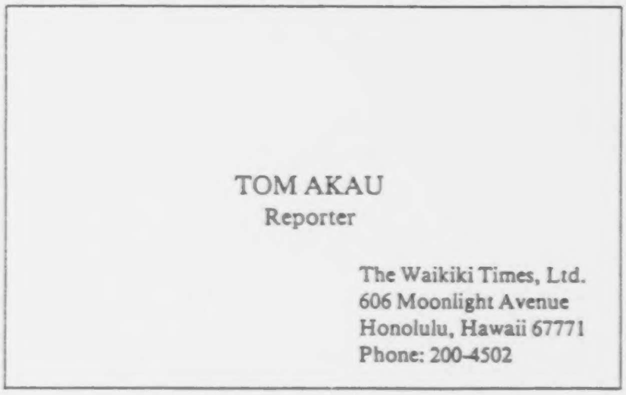
Notice that the Japanese card is printed vertically, with the name in the center and the job information on the right and left sides.



ホノルル市旅行社

田中一郎

ホノルル市サンセット街
一ノ二三五STビル六階
電話　一八七・九八九八
自宅　カネオヘボイ通り三六五
電話　一二三・四五六七



TOM AKAU
Reporter

The Waikiki Times, Ltd.
606 Moonlight Avenue
Honolulu, Hawaii 67771
Phone: 200-4502

NAME: ________________________________ Date: ________

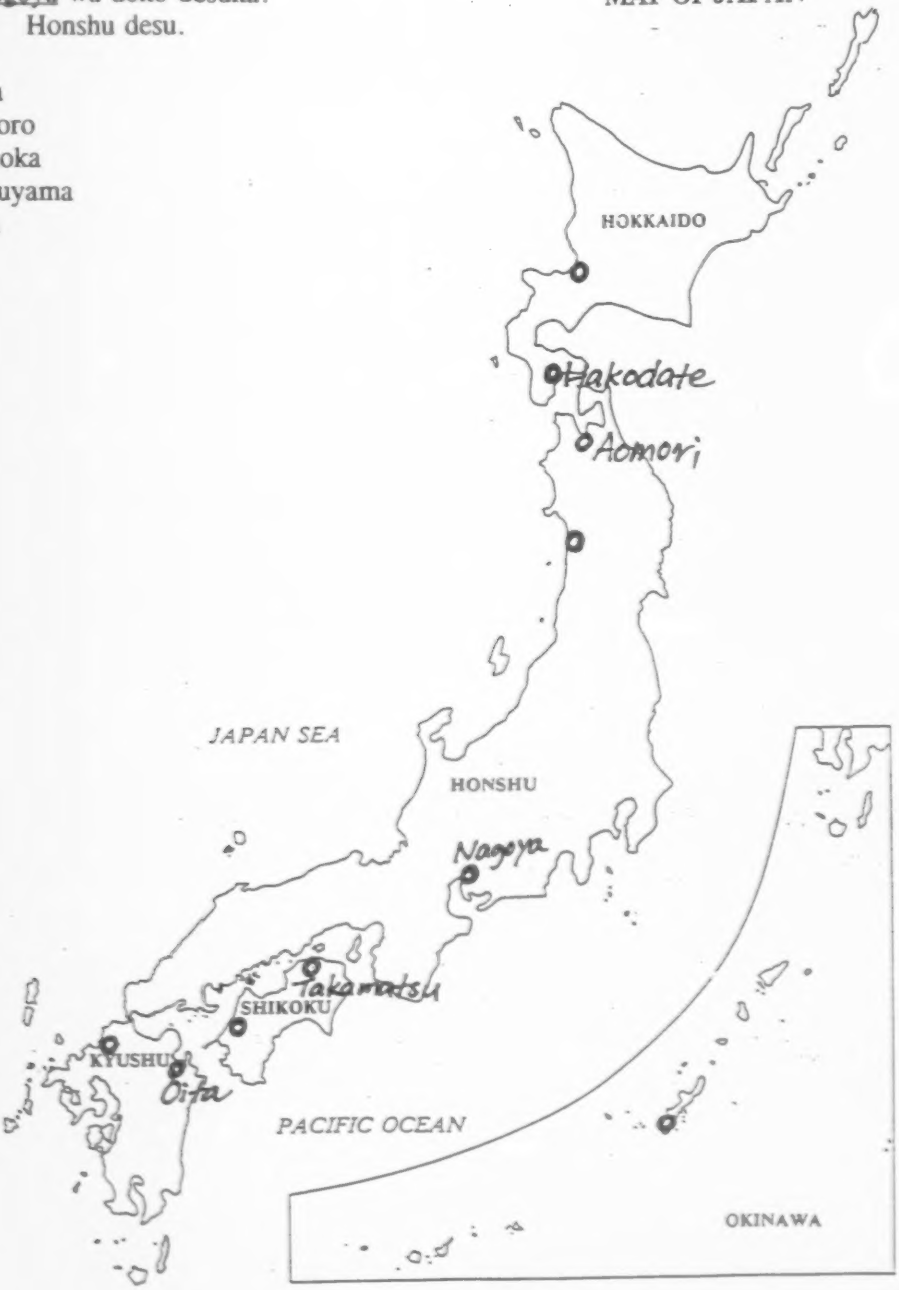
Classroom Worksheet 9b

Ask your partner for the locations of these cities. Write the name of the city next to the circle on the islands shown on the map. The names shown in capital letters are the names of the islands.

Sample: Nagoya wa doko desuka?
Honshu desu.

Find: Akita
Sapporo
Fukuoka
Matsuyama
Naha

MAP OF JAPAN


HOKKAIDO
Hakodate
Aomori
JAPAN SEA
HONSHU
Nagoya
Takamatsu
SHIKOKU
KYUSHU
Oita
PACIFIC OCEAN
OKINAWA

NAME: ______________________________ Date: ________

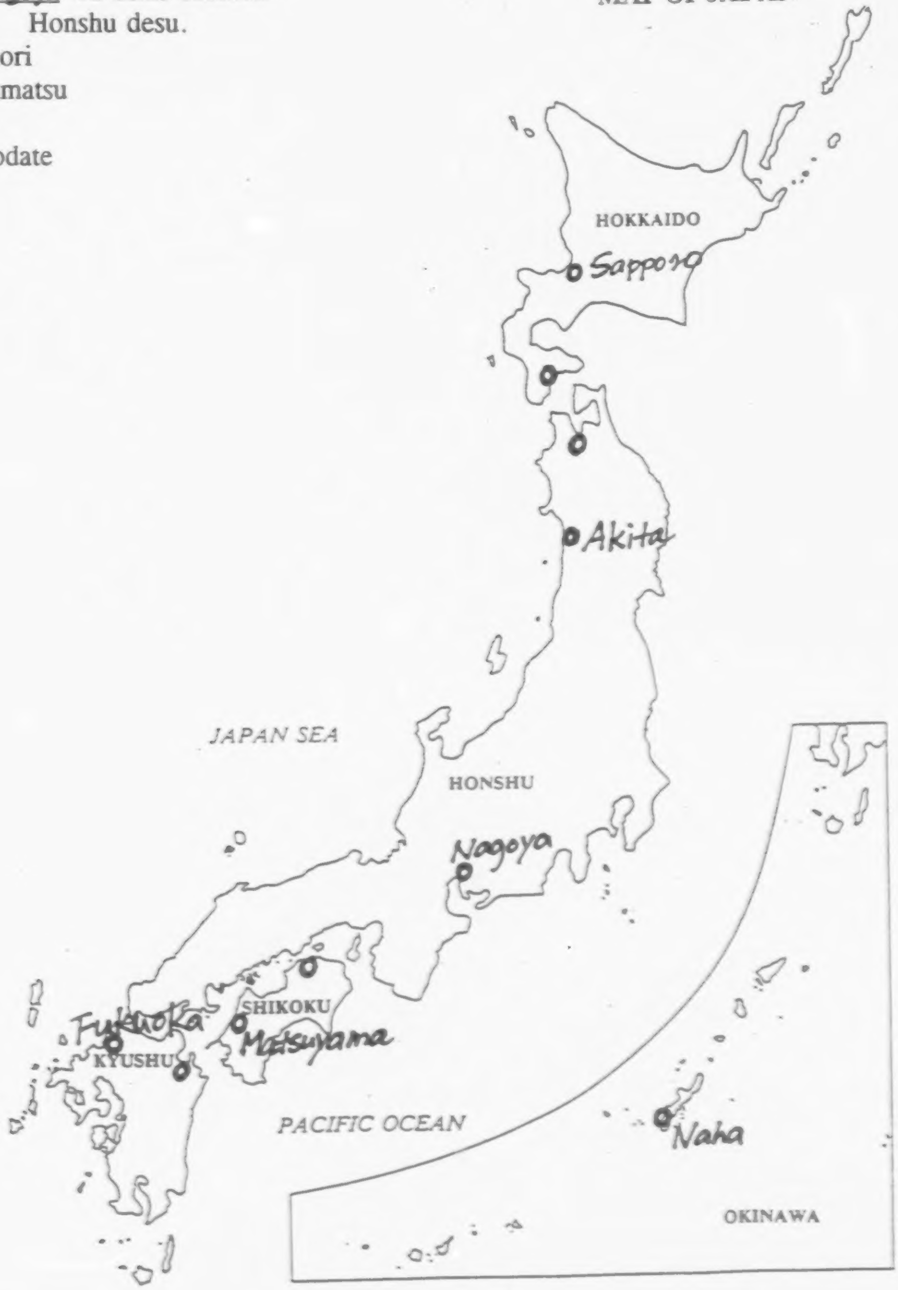
Classroom Worksheet 9c

Ask your partner for the locations of these cities. Write the name of the city next to the circle on the islands shown on the map. The names shown in capital letters are the names of the islands.

Sample: Nagoya wa doko desuka?
Honshu desu.

Find: Aomori
Takamatsu
Oita
Hakodate

MAP OF JAPAN


HOKKAIDO
Sapporo
Akita
JAPAN SEA
HONSHU
Nagoya
SHIKOKU
Fukuoka
Matsuyama
KYUSHU
PACIFIC OCEAN
Naha
OKINAWA

Day 3 Week 9

Material: Lesson 1
Props: none
Worksheets: Classroom Worksheet 9d

Description of Activities *Teacher Notes*

---

1. Use Classroom Worksheet 9d to have students practice **Selective Attention** with the new material. Remind them to listen selectively for the information they need.

Teacher script:

Part A: What's the name?

1. Tanaka desu. Yoroshiku. 田中です。よろしく。
2. Nakada desu. Yoroshiku. 中田です。よろしく。
3. Suzuki desu. Yoroshiku. 鈴木です。よろしく。
4. Omori desu. Yoroshiku. 大森です。よろしく。
5. Watanabe desu. Yoroshiku. 渡辺です。よろしく。

Part B: Where do these people live?

1. Tanaka desu. Uchi wa Tokyo desu. 田中です。うちは東京です。
2. Nakada desu. Uchi wa Hiroshima desu. 中田です。うちは広島です。
3. Suzuki desu. Uchi wa Nagasaki desu. 鈴木です。うちは長崎です。
4. Omori desu. Uchi wa Akita desu. 大森です。うちは秋田です。
5. Watanabe desu. Uchi wa Osaka desu. 渡辺です。うちは大阪です。

Name: ______________________________ Date: ____________________

Classroom Worksheet 9d
Selective Attention

Here's a chance for you to practice listening selectively for key information.

Part A: What's the name?

You are going to hear 5 people introduce themselves, one at a time. Write down each one's name.

1.

2.

3.

4.

5.

Part B: Where do these people live?

Now the same five people are going to tell you where they live. Identify the city each person says and write it down.

1.

2.

3.

4.

5.

Day 4 Week 9

Material: Lesson 1
Props: none
Worksheets: Homework Worksheet 9e

Description of Activities *Teacher Notes*

---

1. Pass out Homework Worksheet 9e. Tell students:

   This worksheet summarizes a way to approach studying and learning the dialogues. You have already used this approach so you will recognize the various steps. Take about 3 minutes to go over Part A (where each of the 4 steps in ***Creative Repetition*** *is listed).*

   Step 1 Use What You Know to Get The Gist.
   Step 2 Listen 3 Times.
   Step 3 Say it Right.
   Step 4 Act it out.

2. Write the steps on the board and ask students:

   (a) What kinds of things can help you to get the meaning, or the gist, as Step 1 suggests? (Use what they already know about the situation, or what they already know in Japanese, or the context clues of behavior that are available.)

   (b) *What can you listen for in Step 3? Why listen three times?* (to hear how it's said, to identify difficult words)

Name: ____ Date: ___________________

Homework Worksheet 9e
Listening to the Dialogues

Creative Repetition is a strategy that many people use to learn foreign languages. It is useful because the more you vary the ways you repeat, the more links you create in your mind, thus the quicker you memorize the words.

Part A: Four Steps to Understanding

Look over the four steps for listening to expressions that are in your book and on tape.

STEP 1: **USE WHAT YOU KNOW TO GET THE GIST** - Ask yourself, What's this about?

STEP 2: **LISTEN 3 TIMES** - Ask yourself, How does it sound?

STEP 3: **SAY IT RIGHT** - Ask yourself, How do I sound?

STEP 4: **ACT IT OUT** - Ask yourself, How and where do I use it?

Part B: How to Use the Four Steps

Use your experience to match which of the 4 steps each of the suggestions below belong to. Write one of the STEPs (1, 2, 3, or 4) in the blank.

1. _____ a. Before listening, you can glance over the dialogue for meaning.

2. _____ b. Use props when you're repeating a sentence.

3. _____ c. Listen to the tape to check the intonation.

4. _____ d. You can skim the text for words you know, then play the tape.

5. _____ e. Write down the words you have trouble pronouncing.

6. _____ f. Repeat the dialogue with your book open, then closed, then open again.

7. _____ g. Picture where the dialogue takes place.

8. _____ h. Start by just saying 1 word, then 2, then 3, then the entire sentence.

9. _____ i. Telephone a friend and use the expressions.

Part C: What other ways do you vary how you repeat?

Can you think of other ways (besides what's listed above) to vary the way you work with the Japanese you're learning? Think of what you yourself do -- how you study, what you think about when you're learning new words or phrases, what you do when you run into trouble.

List one or two ideas that show another way to vary how you interact with new material.

(c) *Why do you care about your own pronunciation (Step 3)? How can you tell whether or not you're saying it right?*

(d) *What is it called when you act the dialogue out?* (Contextualization) *Why does this help?* (Another way of manipulating the material, more interesting than straight repeating)

Students should complete Parts B and C for homework.

Name: ______________________________ Date: ______________

Homework Worksheet 9e
Listening to the Dialogues

Creative Repetition is a strategy that many people use to learn foreign languages. It is useful because the more you vary the ways you repeat, the more links you create in your mind, thus the quicker you memorize the words.

Part A: Four Steps to Understanding

Look over the four steps for listening to expressions that are in your book and on tape.

STEP 1: **USE WHAT YOU KNOW TO GET THE GIST** - Ask yourself, What's this about?

STEP 2: **LISTEN 3 TIMES** - Ask yourself, How does it sound?

STEP 3: **SAY IT RIGHT** - Ask yourself, How do I sound?

STEP 4: **ACT IT OUT** - Ask yourself, How and where do I use it?

Part B: How to Use the Four Steps

Use your experience to match which of the 4 steps each of the suggestions below belong to. Write one of the STEPs (1, 2, 3, or 4) in the blank.

1. _____ a. Before listening, you can glance over the dialogue for meaning.

2. _____ b. Use props when you're repeating a sentence.

3. _____ c. Listen to the tape to check the intonation.

4. _____ d. You can skim the text for words you know, then play the tape.

5. _____ e. Write down the words you have trouble pronouncing.

6. _____ f. Repeat the dialogue with your book open, then closed, then open again.

7. _____ g. Picture where the dialogue takes place.

8. _____ h. Start by just saying 1 word, then 2, then 3, then the entire sentence.

9. _____ i. Telephone a friend and use the expressions.

Part C: What other ways do you vary how you repeat?

Can you think of other ways (besides what's listed above) to vary the way you work with the Japanese you're learning? Think of what you yourself do -- how you study, what you think about when you're learning new words or phrases, what you do when you run into trouble.

List one or two ideas that show another way to vary how you interact with new material.

Day 1 Week 10

Material: Lesson 2
Props: Pictures of places to go; beach, pool, mountain, etc.
Worksheets: Homework Worksheet 10a.

Description of Activities *Teacher Notes*

---

1. The purpose of this lesson is to review the use of Creative Repetition, and to apply it to studying the dislogues.. Pass out Homework Worksheet 10a. Tell students:

   This worksheet summarizes a way to approach studying and learning the dialogues. You have already used this approach so you will recognize the various steps. Take about 3 minutes to go over Part A (where each of the 4 steps in ***Creative Repetition*** *is listed).*

   Step 1 Use What You Know to Get The Gist.

   Step 2 Listen 3 Times.

   Step 3 Say it Right.

   Step 4 Act it out.

2. Write the steps on the board and ask students:

   (a) What kinds of things can help you get the meaning, or the gist, as Step 1 suggests? (Use what they already know about the situation, or what they already know in Japanese, or the context clues of behavior that are available.)

   (b) *What can you listen for in Step 2? Why listen three times?* (To hear how it's said, to identify difficult words.)

(c) *Why do you care about your own pronunciation (Step 3)? How can you tell whether or not you're saying it right?* (Play the tape as I say the words aloud. Listen carefully for specific sounds or sequences of sounds that are difficult for me to pronounce.)

(d) *What is it called when you act the dialogue out?* (Contextualization) *Why does this help?* (Another way of manipulating the material; more interesting than straight repeating; forms more connections in memory.)

Students should complete Parts B and C of Worksheet 10a for homework. Have students discuss their answers, either in a large group, directed by the teacher, or in small groups of 4-5 students, when the worksheet is handed in.

Name: ______________________________ Date: __________________

Homework Worksheet 10a
Listening to the Dialogues

Creative Repetition is a strategy that involves repeating materials in different ways when you study. It is useful because the more you vary the ways you repeat, the more links you create in your mind. They help you to learn more quickly and remember what you've learned longer.

Part A: Four Steps to Understanding

Look over the four steps for listening to expressions that are in your book and on tape.

STEP 1: **USE WHAT YOU KNOW TO GET THE GIST** - Ask yourself, What's this about?

STEP 2: **LISTEN 3 TIMES** - Ask yourself, How does **it** sound?

STEP 3: **SAY IT RIGHT** - Ask yourself, How do **I** sound?

STEP 4: **ACT IT OUT** - Ask yourself, How and where do I **use** it?

Part B: How to Use the Four Steps

Use your experience to match which of the 4 steps each of the suggestions below belongs to. Write one of the STEPs (1, 2, 3, or 4) in the blank. Your answer may be different from another student's. Think of what makes sense to **you**.

1. _____ a. Before listening, you can glance over the dialogue for meaning.
2. _____ b. Use props when you're repeating a sentence.
3. _____ c. Listen to the tape to check the intonation.
4. _____ d. You can skim the text for words you know, then play the tape.
5. _____ e. Write down the words you have trouble pronouncing.
6. _____ f. Repeat the dialogue with your book open, then closed, then open again.
7. _____ g. Picture where the dialogue takes place.
8. _____ h. Start by just saying 1 word, then 2, then 3, then the entire sentence.
9. _____ i. Telephone a friend and use the expressions.

Homework Worksheet 10a

Part C: What other ways do you vary how you repeat?

Can you think of other ways (besides what's listed above) to vary the way you work with the Japanese you're learning? Think of what you yourself do -- how you study, what you think about when you're learning new words or phrases, what you do when you run into trouble.

List one or two ideas that show another way to vary how you interact with new material.

Day 2 Week 10

Material: Lesson 2, Grammar Point 6.

Props: Pictures of cold water, hot tea, shoes, sushi.

Worksheets: Classroom Worksheet 10b on **Creative Repetition**

Description of Activities *Teacher Notes*

---

1. The purpose of this lesson is to encourage the use of Creative Repetition by forming sentences using the new verb form; "o/e + masenka."

   (a) Review nouns from previous lessons with props: show picture of cold water, ask what it is, and how to say "drink". Do the same with the other props and verbs associated with them.

   (b) Practice "noun **o/e** verb + masenka" form with the dialogue and other nouns and verbs, such as

うみ	(beach)	いきます	(go)
えいが	(movie)	みます	(see)
ごはん	(meal)	たべます	(eat)

2. Introduce several situations where the new verb form could be used:

   Situation 1. *"It's a cold day and you came in from outside. Your friend wants you to drink some tea. What should your friend say?"* おちゃをのみませんか。

   (Won't you drink some tea?)

   Situation 2. *"It's the day before the prom. You don't have good shoes to wear to the dance. Your friend thinks you should buy some shoes. What does the friend say?"* くつを かいませんか。

   (Why don't you buy some shoes?)

3. Pass out Classroom Worksheet 10b, telling students:

   *"Now we are going to use **Creative Repetition** to put together words we already know and this new verb form. First, look at the five situations given. Then write what the friend should say. Use this form: noun 'o/e' verb +masenka."*

4. When students have finished the five sentences, check their work for accuracy. Then ask them to form pairs to make up a dialogue based on **one** of the situations, **or** one they create. Have several of the pairs demonstrate their dialogues in front of the class. Remind them that this is called **Creative Repetition**, when old words are combined in new ways, to help them learn the new verb forms better.

Day 3 Week 10

Material: Lesson 2, Drills C and D.

Props: Pictures of beaches, mountains, pool, library, schools, parks.

Worksheets: Homework Worksheet 10c on **Grouping**

Description of Activities *Teacher Notes*

---

1. The purpose of this lesson is to review and practice previously learned vocabulary and the new verb forms, through the use of Grouping. After doing Drill C, p. 17, show pictures of places and objects. Ask a student what s/he can say about each picture. If necessary, make some suggestions. For example:

   "Do you remember how to say 'Let's do something' and 'Why don't you do something?' If we use ***Creative Repetition*** *we can combine them with any of our old vocabulary words."*

   Beach picture: "Let's go to the beach."

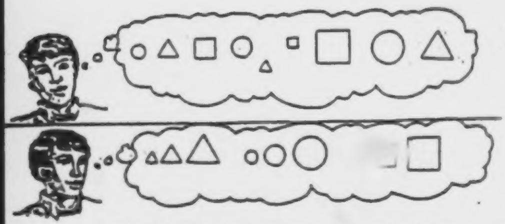
   うみへいきましょう。

   School picture: "Why don't we stay home from school?

   がっこうを やすみませんか。

   Ask students to continue with the other pictures.

2. Explain that Homework Worksheet 10c is to help them remember the new verb form and their old vocabulary words by **Grouping** them together. Distribute Homework Worksheet 10c. When it is returned, ask for the student's ideas about grouping the nouns and verbs together. Do they feel it is helpful to their memorization of the vocabulary?



Homework Worksheet 10c

We can use **Grouping** to help us remember the words we have studied before, as well as the new verb forms we are learning.

Look at the nouns in this box: Then look at the verb phrases in this box:

としょかん
うち
うみ
にほん
くつ
プール
みずうみ
おちゃ

くるま
ほん
おんがく
かみ
えいが
がっこう
すし
ごはん

いきませんか
かえりませんか
かいませんか
たべましょう
のみませんか
みませんか
ききましょう
きませんか

Now **group** the nouns together with the verbs **you think** they should go with. Notice the particle that is written in between the boxes. Be sure the verb you use takes the particle written for that group.

	を	
	へ	
	を	

(continued on back of this sheet)

Homework Worksheet 10c

	を	
	へ	
	を	
	へ	
	を	

Summary of Student Responses to Homework Worksheet 10a

After the worksheet explained Creative Repetition, this question was asked:

Part C: *List one* or two ideas that show another way to vary how you interact with new material.

Here are your answers:

1. Study quietly to yourself then ask for help when it's necessary.

2. Discuss with your teacher, friends, or parents

3. I listen to the tape again and again and follow the words.

4. I will write down the word or draw a picture.

5. Use it as an everyday activity; practice with friends.

6. I substitute the situation in the dialogue with a similar experience that has happened to me.

7. I practice the words with my family members.

8. I stick some difficult Japanese words on the wall in front of my desk and on the kitchen cabinet. Each week, I try to review the vocabulary words by reading aloud the word and even the meaning.

9. I repeat using flashcards with pictures on them.

10. I repeat the new word or phrase several times.

11. Get involved physically and mentally by contacting a pen-pal, watching Japanese programs, attending Japanese functions.

12. 24-hour rule: if you study material by repetition, study it in small blocks at a time and within 24 hours, review the material to yield the maximum amount of retention.

13. Compare one phrase with another, either as similar or opposite.

14. Read for context; look for anything familiar.

15. Write it down to get a better feeling of it. Relate it to other words or phrases you know.

You have some **great** techniques here! I'm really impressed with the variety of ideas you came up with. Keep up the good work, and have a very happy holiday break! You have my best wishes for this to be a **wonderful** New Year for learning Japanese! See you next year!

Jill Robbins (Research Assistant, Language Research Projects)

Week 11
Lesson 3

DAY 1	DAY 2
Introduce the strategy **Imagery** by use of a chart for the days of the week. Practice saying "today," "yesterday," and so on in Japanese, combined with questions about "free time."	Use **Imagery** to visualize the new particles in Lesson 3 as being associated with particular colors, based on their relation to verbs and nouns. Show traffic signal card, and explain the color symbolism.

DAY 3
Reinforce the use of **Imagery** through Classroom Worksheet 11a, in which students must write the particle after seeing the color-coded noun, and the verb written on their sheet. After doing the worksheet, discuss students' problems with the particles.

Day 1 Week 11

Material:	Lesson 3, Drill A
Props:	Chart of a week with days marked on it
Worksheets:	None
Objectives:	To introduce the strategy **Imagery** through the practice of ways of saying days; "today," "tomorrow," "yesterday," and so on.

Description of Activities | *Teacher Notes*

---

1. After doing Drill A, show the chart and put the "Post-it" paper on one day. Tell the students that is "today." Then, point to adjacent days, and ask if the students can tell what the day is that you are pointing to, in relation to today. Then explain,

   "When you think of these words in English, for 'tomorrow', 'yesterday', and so on, do you have a mental image of their relationships? This is another strategy you can use, called ***Imagery****. If you have a picture in your head for these words in Japanese, like the one you have for the words in English, you may find they are easier to remember. Let's practice some more with them."*

2. Ask the students if they have free time on different days, and have them ask each other about various days and their free time on those days.

3. Remind students to use the **Imagery** they have developed today when they study and are thinking of the relationships between days.

NAME:____DATE:__________________

Classroom Worksheet 11a

I. Match the particle with its function.

____1. へ　　　　A. Marks the object

____2. で　　　　B. Shows destination

____3. を　　　　C. Shows where action takes place

II. Listen as your teacher reads the sentences. Your task is to write the particle in the blank space. To decide which particle to use:

a. Look at the card your teacher holds up with a color cue. You can write down the noun or the color name in the space provided.

b. Think of which particle goes with that color.

c. Then, look at the verb written on your paper to make sure you have chosen the right particle, and write in the particle.

	NOUN	PARTICLE	VERB
1.		_____	たべます
2.		_____	します
3.		_____	たべます
4.		_____	いきます
5.		_____	かいます
6.		_____	ねます
7.		_____	たべます
8.		_____	のみます
9.		_____	きます
10.		_____	かえります

Teacher Cues for Classroom Worksheet 11a

Teacher script:

1. Makudonarudo (yellow)	マクドナルド
2. Benkyoo (red)	べんきょう
3. Hanbagaa (red)	ハンバーガー
4. Umi (green)	うみ
5. Kutsu (red)	くつ
6. Uchi (yellow)	うち
7. Keeki (red)	ケーキ
8. Ocha (red)	おちゃ
9. Gakko (green)	がっこう
10. Uchi (green)	うち

Day 2 Week 11

Material: Lesson 3
Props: Traffic-signal card with particles written in colors on it
Worksheets: None
Objectives: To expand the use of **Imagery** to include color-coded material.

Description of Activities *Teacher Notes*

---

1. Remind students that they can use **Imagery** to help them remember their Japanese vocabulary words, such as the days in the previous lesson.
Then, tell them:

"*Today we will be using **Imagery** in a different way, to help us learn a grammatical pattern. We have begun learning some new particles in this lesson, and need to keep their purposes clear in our minds. To do this, we can think of how the particles are used with the nouns and verbs around them. Then, we can make an image to help us remember these relationships. One image we could make is of a traffic signal: the particle へ (e) is on the green light because it's used with the verbs that have to do with traveling someplace (ikimasu, kimasu, and kaerimasu) and a noun showing the destination or point of departure. The particle で (de) is on the yellow light because even though you may have a place noun before it, you have to **be careful** about what particle to choose - you have to look at the verb to see if the action is located at that particular place. Finally, the particle を (wo) is on the red light, because you aren't talking about going anyplace. You can even remember, **o** is for object, because this is the way objects are marked in Japanese.* (Stop and check for comprehension.)

2. Continue with a discussion of the colors used on the chart:

   Do you ever associate colors with things in your mind? We sometimes think of colors when we think of words in English. For example, what color do you think of when I say "go?" How about "stop?" In your mind, you can use colors to help sort out the different particles you now know in Japanese. The particles used with the traveling verbs can be the green verbs, like the green of a traffic signal. The particles that have to do with other actions can be red verbs, like a stop sign or a red traffic signal, because you aren't talking about going anyplace in those sentences. Finally, the particle **de** *is in yellow, since the noun is a place, but the verb is not showing travel to that place, so you have to be careful when you use it. It will be useful to have these categories sorted out in your mind when you need to decide which particle to use in a sentence. Let's try it.*

2. Show flashcards with the verbs and review their meanings. Then, give a sentence with the verb, holding up the particle and the verb cards:

   Hanbaga **o** tabemasu. ハンバーガーを たべます。
   ("o" is in red)

   Makudonarudo **de** tabemasu.
   ("de" is in yellow) マクドナルドで たべます。

   Gakkoo **e** ikimasu.
   ("e" is in green) がっこうへ いきます。

3. Practice with the flashcards until students can associate the correct particle with the nouns and verbs you give them as cues. Tell students that there will be a "quiz" tomorrow on these verbs and particles.

Day 3 Week 11

Material:	Lesson 3, Drills B, C, and D
Props:	Traffic-signal card
Worksheets:	Classroom Worksheet 11a - **Imagery**
Objectives:	To reinforce the use of Imagery through a fill-in exercise.

Description of Activities *Teacher Notes*

---

1. Remind students of the previous use of **Imagery** for help in sorting out which verbs and particles go together. Tell them:

   *"Today we will see how much the **Imagery** you have practiced helps you with remembering the particles to use. Please keep in mind that this is a strategy to help while you are in this particular learning stage, and that as you go along and you become more accustomed to using the particles, you won't need to think of their colors - and you definitely won't see them printed in these colors outside of this classroom! Before we begin, take one more look at this chart - and try to remember the colors used with each particle. "*

   Hand out Classroom Worksheet 11a on **Imagery**. Go over the directions with the class, making sure that the students understand them. Give them some time to complete the first part, and check it with them, before going on to the second part, where you hold up the cue cards with the verbs written in colors.

2. After the worksheet has been finished, if time allows, have students correct each other's papers, find out where their problems were, if any existed, and discuss them in pairs or small groups.

Day 1 Week 12

Material:	Lesson 4
Props:	None
Worksheets:	Classroom Worksheet 12a
Objectives:	To practice the past tense form of verbs and to apply the strategy **Directed Attention**

Description of Activities	*Teacher Notes*

1. After doing drills on the past tense, say:

"We have been studying strategies to improve our learning of Japanese over the past semester. Do you remember the first strategy we talked about?" (wait for student response) *"It was **Directed Attention**. Can you tell me how to use that strategy?"*

Possible answers may be: "Listen very carefully," "Focus," "Concentrate."Hold a brief discussion and ask for examples of when students found the strategy most useful.

*"In Lessons 1 - 4 we have been learning a lot of important new material, so you have had to focus your attention carefully. When you practice the new material in Lesson 4, be sure to use **Directed Attention** to focus on what you need to remember. What do you think are the most important things in Lesson 4?"*

Give students time to think and give their answers, then discuss why the things they have chosen are important to remember. Among these should be the past tense.

2. Ask students to work in pairs. Using worksheet 12a, have students ask and answer questions using their choice of time words, nouns, particles, and verbs in the appropriate tense. Choose pairs to demonstrate their work.

Classroom Worksheet 12a
Directed Attention

INSTRUCTIONS: Use the words given below to make different questions. Be sure the **tense** of the verb matches the time word you have chosen. Take turns with your partner, asking and answering the questions as you think of them. As you work together, think of how you must pay careful attention to what your partner is saying, in order to be able to answer the questions they are asking you. Make sure your answer is in the same tense as the question.

おととい　　きのう　　きょう
まいにち　　あさって　　あした

TIME WORDS

えいご　ひま　ねこ　くるま　しけん　うち　えいが
ほん　しゆくだい　やま　おひる　デパート　なに　うみ
ビッグ・マツク　コーラ　ポチト・フライ　ハンバーガー

NOUNS

へ　を　は　が　で

PARTICLES

いきます　はなします　あります　たべます　かえります
のみます　みます　かいます　します　います　よみます

VERBS

Remember to end your question with か.

BEST COPY AVAILABLE

Day 2 Week 12

Material:	Review of Learning Strategies
Props:	Flashcards with the names of strategies on them.
Worksheets:	None
Objectives:	To encourage the students to apply the Learning Strategies to new material they encounter.

Description of Activities | *Teacher Notes*

---

1. At the beginning of class, while students are fresh, tell them:

   "You have learned a variety of strategies over the past semester. Today we're going to review the basic ones and talk about how they can help us to learn Japanese better. As we mentioned before, the first one was ***Directed Attention.*** *"* (Show flashcard and ask for the meaning.)

   "The second one was ***Contextualization****.* (Show flashcard and ask for the meaning.) *"The purpose of* ***Contextualization*** *is to make the vocabulary as real and concrete as possible, using objects from your environment, or things you see around you. This helps you to recall the meanings of your new vocabulary words.*

   "Next, we talked about ***Selective Attention****. Who can tell me what this means?"* (Show flashcard and ask for the meaning.) *"Yes, it means listening or looking for one specific part of a sentence, to pick out the thing you need to change or to respond to.*

Day 2 Week 12 (p. 2)

(1.) *The fourth one is **Grouping**. Do you remember how we used this?"* (Show flashcard and ask for an example of how grouping was used.)

"Now, I'd like for you to tell me which one you have used most often in studying by yourself."

2. As the students give their comments, take notes to report back to researchers. If you have time, please jot them down here, and make a check mark to indicate the level of interest for each:

LEVEL OF STUDENT INTEREST SHOWN
low................medium.................high

Directed Attention:

Contextualization:

Selective Attention:

Grouping:

Day 3 Week 12

Material:	Lesson 4 - "て" form of verb
Props:	None
Worksheets:	Classroom Worksheet 12b
Objectives:	To apply **Contextualization** to the practice of the "て" (command) form of the verb.

Description of Activities *Teacher Notes*

---

1. After explaining and doing drills on the "て" verb form, ask students:

   "If you wanted to practice this new form, which strategy would you use?"

   When students volunteer an answer, ask for an example of what they would do specifically. Then, remind them:

   "You are the best judge of what strategy works for you. So don't feel that you have to use only the particular strategy we are talking about in class. Feel free to use what you like and to cast off the strategies that don't work for you."

2. Hand out Classroom Worksheet 12b and go over the instructions with students. They are to choose a verb for each picture, then write the command form in the spaces near the picture. Once they have finished, if time allows, they could practice giving their neighbor the commands, perhaps even acting them out. Ask that they try to associate the **sound** of the new verb form with the **action** they can imagine from the picture.

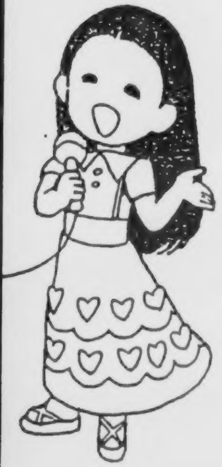
Classroom Worksheet 12b
Contextualization

INSTRUCTIONS: Use **Contextualization** to help yourself to recall the way to give commands for the actions pictured. First think of which verb the picture suggests to you. The "ます " form of the verb is given. You have to change it to the "て " form. Blank spaces are given with each picture to let you know how many hiragana symbols are used to write the "て" form.

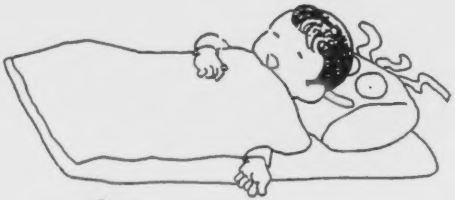
かきます　ききます　たべます　いきます　みます

よみます　ねます　きます　はなします　します

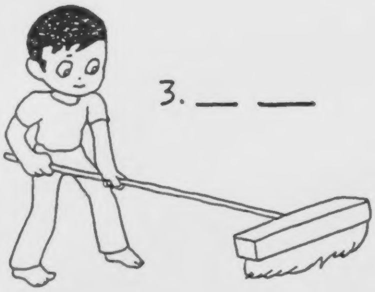
VERBS TO USE



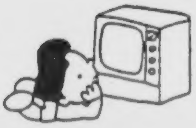
— — — —



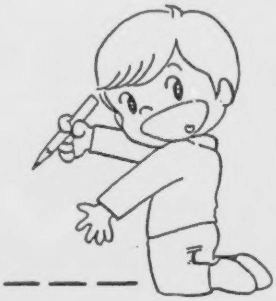
2. — —



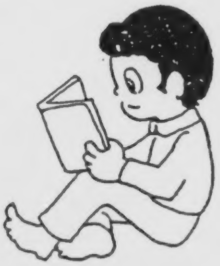
3. — —



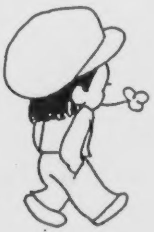
4. — —



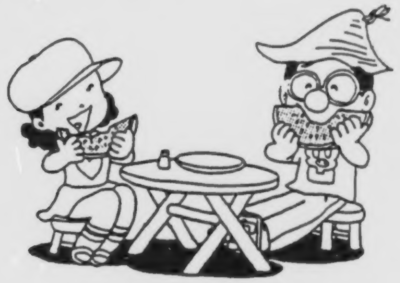
5. — — —



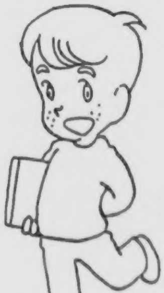
6. — — —



7. — — —

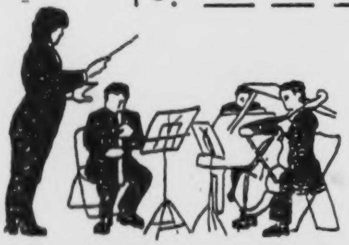


8. — — —



9. — —

10. — — —



BEST COPY AVAILABLE

Week 13

Lesson 5

DAY 1	DAY 2	DAY 3
Practice the use of **ni** and e with **Selective Attention** and picture cards.	Practice alternative questions with **Creative Repetition** and Classroom Worksheet 13a.	Practice questions and answers by doing a role play of going to a restaurant and deciding on what to order. (**Creative Repetition - Act It Out**)

Week 13

Lesson 5

DAY 1	DAY 2	DAY 3
Practice the use of **ni** and **e** with **Selective Attention** and picture cards.	Practice alternative questions with **Creative Repetition** and Classroom Worksheet 13a.	Practice questions and answers by doing a role play of going to a restaurant and deciding on what to order. (**Creative Repetition - Act It Out**)

Day 1 Week 13

Material:	Lesson 5
Props:	Picture cards with places and activities.
Worksheets:	None
Objectives:	To practice the use of **ni** and **e** with **Selective Attention**

Description of Activities *Teacher Notes*

---

1. After explaining grammar point #1. on p. 27, about the use of **ni**, tell students:

   *"We can use **Selective Attention** to help us practice the use of this particle. Look at the pictures I will show you. For each picture, please make a sentence with either **ni** or **e**. To decide which one to use, pay attention to the word at the beginning of the sentence (the subject)."*

   Show the first picture card. (For example, a picture of a beach) *"Can you give me a sentence? Is 'umi' a place noun? If it is, use e."* Have one student give a sentence for the picture: "Umi e ikimasenka?" (Shall we go to the beach?) うみ へ いきません が。 Show the next picture (a lunch) *"Is 'ohiru' a place noun? If it is not, use **ni**."* Have another student give the sentence for this picture: "Ohiru ni ikimasenka?" おひる に いきません か。 *"Since you are going to pay attention only to one aspect of the sentence, you are using **Selective Attention**."*

   Show the picture cards and for each one, elicit a sentence that uses **ni** or e.

Day 1 Week 13 (p. 2)

Teacher Key to picture cards:

1. beach: Umi e ikimasenka.
2. lunch: Ohiru ni ikimasu.
3. skiing: Ski ni ikimasenka.
4. library: Toshokan e ikimasenka.
5. studying: Benkyoo ni ikimasu.
6. shopping: Kaimono ni ikimasu.
7. restaurant: Resutoran e ikimasenka.
8. home: Uchi e kaerimasu.
9. park: Koen e ikimasenka.
10. movie ad: Eiga ni ikimasenka.

Day 2 Week 13

Material:	Lesson 5
Props:	Picture Cards with choices for alternative questions
Worksheets:	Classroom Worksheet 13a
Objectives:	To practice alternative questions and their answers through the use of **Creative Repetition.**

Description of Activities *Teacher Notes*

---

1. After explaining grammar points #3 & 4, show the picture cards and have students make questions with them, and answer the questions. For example:

(What'll we eat, sushi or hamburger?
Osushi o tabemasuka, hanbaaga o tabemasu ka?

おすしを たべますか、
ハンバガをたべますか。

(Let's decide on hamburger.)
Hanbaagaa ni shimashoo. ハンバガ に しましょう。

Hand out Classroom Worksheet 13a. Then explain: *"When we repeat the new way to make questions by offering our own choices, we are using* ***Creative Repetition.*** *Look at the pictures on the two sides of the paper. Choose two things and ask your partner which one they want to do or have. When you do this worksheet, you should listen to yourself as you make the questions and answer your partner's questions, to hear if you are saying it right. Remember,* ***Creative Repetition*** *is like a video camera; you can repeat the material with some changes, slow it down, and check your performance as you are doing it."*

2. After the class has completed the worksheet, if time allows have a few pairs of students demonstrate their questions and answers.

Day 2 Week 13 (p.2)

Teacher's Key to Picture Cards:

1. Osushi/. Hanbaagaa + tabemasu

2. Tempura / Udon (explain if necessary - word to be used tomorrow)
   + tabemasu

3. Tenisu/Bareebcru+Shimasu

4. Atarashi hon / Furui hon + arimasu (two cards)

5. (Ima) atsui / samui + desu (two cards, one with snow, one with boat)

Day 3 Week 13

Material:	Lesson 5
Props:	Menus with pictures and hiragana labels
Worksheets:	None
Objectives:	To practice use of **ni** and **o** with questions about food through the use of **Creative Repetition** (Act it Out)

Description of Activities | *Teacher Notes*

---

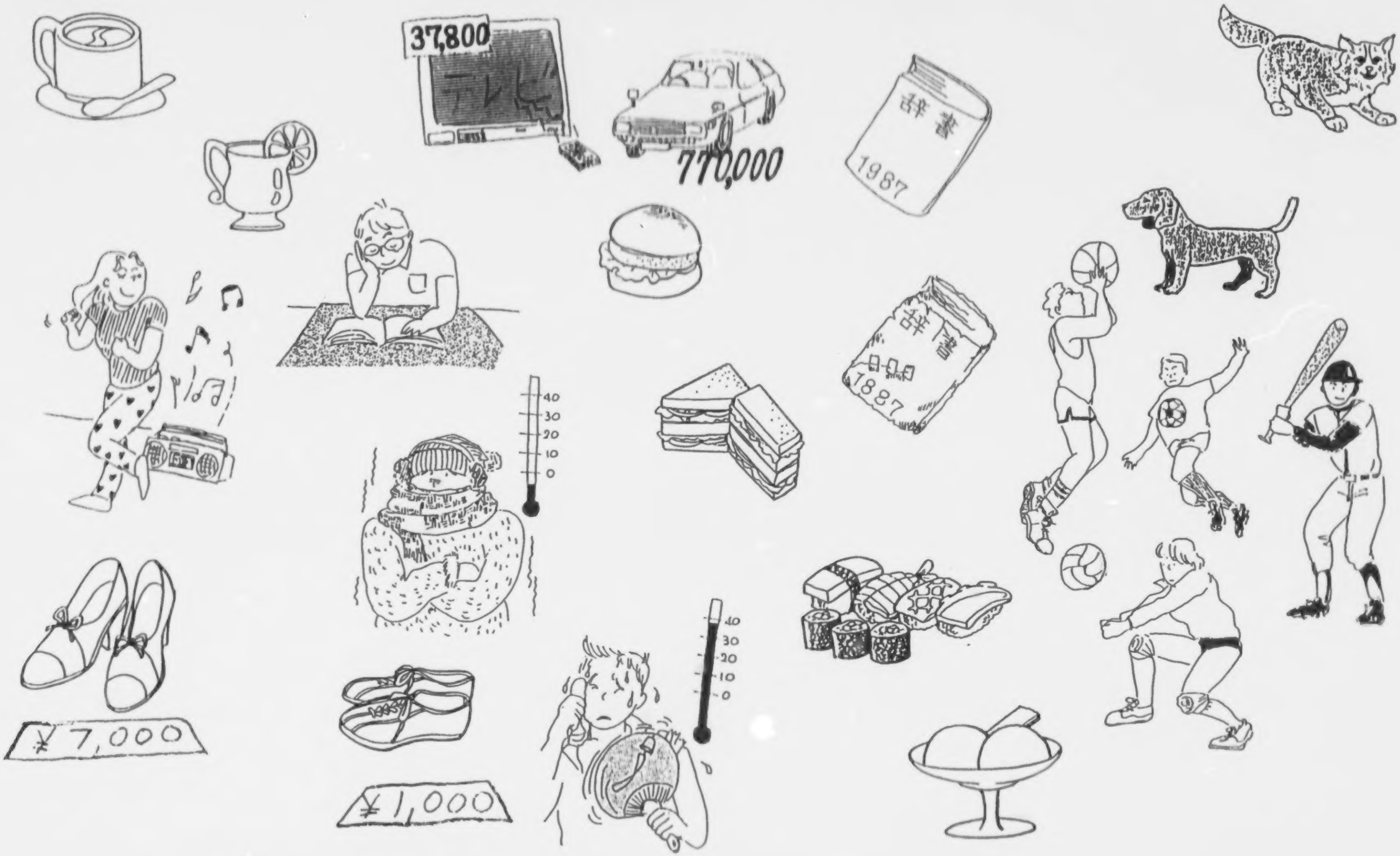
1. *"Today we are going to act out going to a restaurant. You can get some great practice of all you've learned so far. Try to imagine that you're in Japan, and are going out with your Japanese friends. Use all the things you remember how to say. We will make groups of three or four students. One person will be the waiter or waitress. That person will greet the customers and give them their menus. The customers will try to decide what to order together. Remember, you can use an either/or question (Koora ga ii desu ka, jusu ga ii desu ka?) or a question like 'Nani o nomimashoo ka?' Then the waiter should come back and ask what everyone wants. Let's have some fun and see who has acting ability today."*

   コーラ がいですか、ジュース…
   なにを のみましょうか。

2. Have students make their groups and give the waiter/waitress the menus. Watch to see if they have any problems in getting started. Circulate among the groups as they perform the role plays, and offer assistance as needed or participate briefly in the conversations.

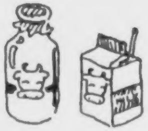
Classroom Worksheet 13a

The pictures you see below suggest choices that you can ask your partner about. Use the following verbs (and any others you can remember that might fit in) to make either/or questions: arimasu / shimasu / desu / tabemasu / kaimasu / nomimasu / yomimasu / kikimasu

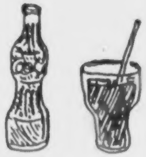

37,800
テレビ
770,000
辞書
1987
辞書
1887
40
30
20
10
0
¥7,000
¥1,000
40
30
20
10
0

のみもの

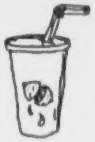
ミルク



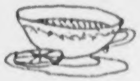
コーラ



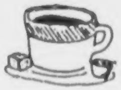
ジュース



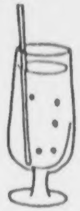
おちゃ



コーヒー

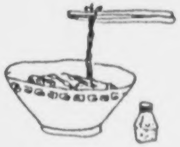


つめたい　みず

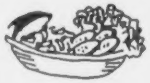


ごはん

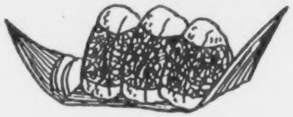
ラーメン



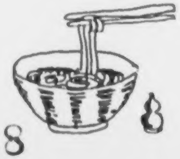
サラダ



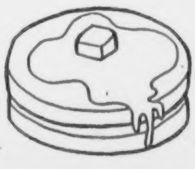
おにぎり



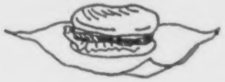
うどん



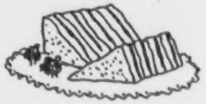
ホットケーキ



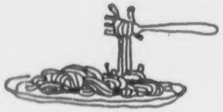
ハンバーガー



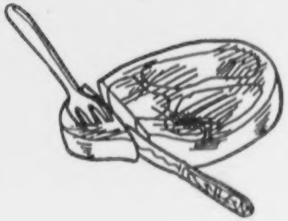
サンドイッチ



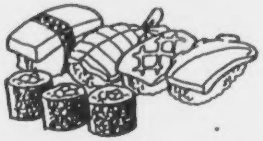
スパゲッティ



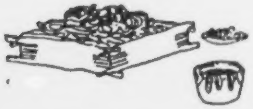
ステーキ



おすし

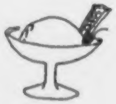


そば

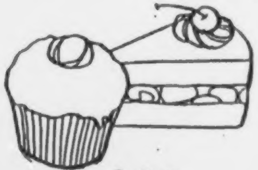


デザート

アイスクリーム



ケーキ



Week 14

Lesson 6

DAY 1	DAY 2	DAY 3
Use **Creative Repetition** to review adjectives and to practice だめ and どうして	Create and practice a dialogue using **Personalization**.	Play a game of "Jeopardy" to review past tense questions and use **Creative Repetition**.

Day 1 Week 14

Material: Lesson 6

Props: Picture cards of things in the new vocabulary list with obvious characteristics that can be commented on: new, old, good, interesting, boring, expensive, cheap, etc. (notebook, T.V., phone, sushi, typewriter, magazine, etc.)

Worksheets: None

Objectives: To reinforce the use of new vocabulary and the review adjectives along with the new structures **dame** and **doshite**, through the use of **Creative Repetition.** だめ　どうしって

Description of Activities *Teacher Notes*

---

1. After the adjectives have been reviewed in Drill A, explain:

   "You have been using ***Creative Repetition*** *to make new combinations of your vocabulary words and new structures. Now let's use it to look back and remember the adjectives we have learned before. We can combine them this time with the new phrases* どうしって *and* だめ. *As you have heard,* ***Creative Repetition*** *is like rewinding the tape and adding a new part. That's what we'll do now; I'll ask you if something is ok, and you say it isn't. Then I'll ask you why, and you give an answer using an adjective you know already."*

2. Show the picture cards, asking this question:

   "Kore, ii desu ka?" (Is this o.k.?) これ、いい　ですか

   Student answers: **"Dame desu"**. だめ　です

   Continue: *"Dooshite?"* (Why?) どうして

   Student answers: **"(Adj.) desu."** （なに－なに）です

Day 2 Week 14

Material:	Lesson 6
Props:	None
Worksheets:	Classroom Worksheet 14a; **Personalization**
Objectives:	To practice the function of declining an invitation (as in the dialogue) through the use of **Personalization.**

Description of Activities *Teacher Notes*

---

1. Have students practice the dialogue as is, then give them the worksheet (14a), ask them to get a partner to work with, and instruct them:

   *"Imagine that you and your partner are good friends, and you ask your partner to go someplace or do or see something. The partner doesn't want to accept the invitation and gives a reason. Make up a dialogue, using your real names and things you really like to do. When you give the reason for not doing something, make it real for you. This is **Personalization**, a form of **Contextualization** that will help you to remember the important parts of this lesson better."*

2. Hand out the worksheet and circulate around the class to see if they are able to make up dialogues. When they have finished, ask several pairs to demonstrate their work for the class.

Classroom Worksheet 14a

Personalization

Instructions:

Find a partner to work with. Write your name on the space by (A) and have your partner write their name by (B).

(A):_ _ _ _ _ _ _ Think of something that you could ask (B) to do, listen to, or see, or someplace you could ask them to go with you. Try to use some of the new words in Lesson 6, but make sure it's something you really would like to do, see, etc.

Write your invitation down on the first lines. Wait to see what (B) writes.

(B):_ _ _ _ _ _ _ You can't accept (A)'s invitation, so you say "not right now" or that whenever the invitation is for (today, tomorrow, day after tomorrow, etc.) is a bad time.

(A):_ _ _ _ _ _ _ Ask why.

(B):_ _ _ _ _ _ _ Explain that you're busy. or you have to study, etc. Try to think of a polite way to say you don't want to accept the invitation.

(A):_ _ _ _ _ _ _ Make a comment about what (B) said (you might use "isn't it?"), and tell (B) to "hang in there" if it's appropriate.

(A)____________:____

____

(B)____________:____

____

(A)____________:____

____

(B)____________:____

____

(A)____________:____

Day 3 Week 14

Material:	Lesson 6, Drill F
Props:	Cards with pictures of things that can be bought, eaten, drunk, seen, or possessed, or places where an action could take place. (car, movie, tea, library, store)
Worksheets:	None
Objectives:	To practice questions in the past tense and to reinforce the use of **Creative Repetition** by playing a "Jeopardy" game.

Description of Activities

Teacher Notes

---

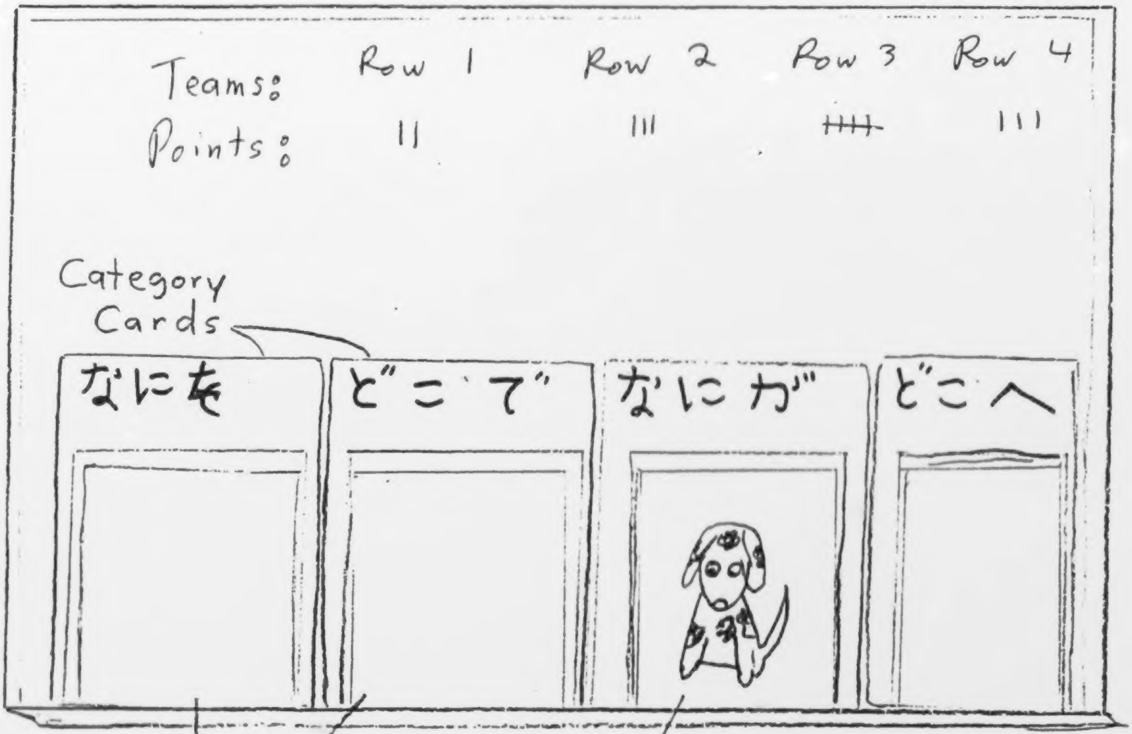
1. After finishing the drills, especially Drill H, ask students to assume that each row is a team. Then tell students:

   "You have learned so much now, that you can play a game. It's kind of like the "Jeopardy" game you see on T.V., where you have to choose a category, look at a clue, and ***ask a question****. Today we will have these four categories:"* (Put the large cards up on the chalk tray.) *"They are the beginning of your question. You will choose one of these when it's your team's turn to play. Then, I'll turn over the clue and you have to make a question with the past tense. That'll be one point for your team. If someone else on your team can answer the question, that'll be another point. Let's try a practice question. (First person on) Team 1, what category do you want?"*

2. The first person in the row gives one of the four choices, let's say it's どこで. Then, you turn over the first card in that category, a picture of a book. Prompt the student to give a question.

Day 3 Week 14 (p. 2)

(2.) The student says: **"Doko de yomimashita ka?"** どこで　よみましたか Chalk up a point on the board for that team. Ask if another team member can answer. If they can, they might say, **"Toshookan de yomimashita."** としょかん　で　よみました Give the team another point. Give encouragement by saying *"Gambatte!"* がんばって Continue by calling on team members either in order or depending on who volunteers.


Teams:
Row 1
Row 2
Row 3
Row 4
Points:
||
|||
++++
|||
Category Cards
なにを
どこで
なにが
どこへ

Stacks of Picture Cards

Student A: なにがありましたか。
Student B: いぬがありました.

Week 15

Day 1	Day 2	Day 3
Discuss **Cognates** and present the new vocabulary with picture cards, for **Contextualization**.	Introduce the "ko - so - a - do" words and practice new vocabulary and review old vocabulary through the use of **Contextualization**.	Students make and answer questions using **dare** about things belonging to their classmates. They will be using **Personalization**.

Day 1 Week 15

Material:	Lesson 7
Props:	Pictures of items in new vocabulary: present, socks, birthday cake, handkerchief, father.
Worksheets:	None
Objectives:	To discuss the use of **Cognates**, and to introduce the "ko - so - a - do" words and practice new vocabulary through the use of **Contextualization**.

Description of Activities *Teacher Notes*

---

1. Show the picture cards for the new vocabulary words, and have students repeat the names of each item in Japanese. Point out that many Japanese words are borrowed from English, but have slightly different sounds.

   For example, the English word ***present*** *has been changed in Japanese to* ***puresento****. So when saying the Japanese we must be careful to pronounce it the "katakana" way, with vowels in between the consonants, and with the final* ***o****. This awareness of the way that borrowed words are pronounced can be very helpful when we come across a word in katakana. We have to try to blend the sounds together a little to figure out what borrowed word it is, and then we will understand a little more of the meaning of what we are reading. Words that are very similar in two languages are called* ***Cognates****. We should try to recognize* ***Cognates*** *whenever we come across them, and use them to figure out the surrounding material."*

2. Ask students to tell you what other **cognates** they have learned in previous lessons.

Day 2 Week 15

Material:	Lesson 7
Props:	Day 1's vocabulary cards, and other vocabulary words to be used: camera, hamburger, cola, money, sushi.
Worksheets:	None
Objectives:	To introduce the "ko - so - a - do" words and practice new vocabulary and review old vocabulary through the use of **Contextualization**.

Description of Activities | *Teacher Notes*

---

1. In place of or in addition to Drills A and B, p. 35, use the cards for all of the vocabulary items in the following exercise. Tell students they will now use **Contextualization** to practice the ko - so - a - do words (if you are going to present them as a set in those terms.) Place a picture card for any of the vocabulary items on the table near you, or on the chalkboard tray near you. Ask,

   "Kore wa nan desu ka?"   これは 何（なん）ですか。

   and clue the students to respond with

   Sore wa --- desu.   それ ～ です。

   Then place a card in a location farther way from you, and ask,

   "Sore wa nan desu ka?   それは 何（なん）ですか。

   Clue the students to respond with

   Sore wa / are wa --- desu.   それは / あれは ～です。

   Continue with the other cards, alternating near and far locations.

Day 3 Week 15

Material: Lesson 7

Props: Personal items collected from the students: keys, pencils, pens, books, watches, etc.

Worksheets: None

Objectives: To have students make and answer questions using **dare** about things belonging to their classmates. They will be using **Personalization**.

Description of Activities	*Teacher Notes*
1. At the beginning of the activity, have students bring forward an item that belongs to them and lay it on the teacher's desk. Instruct the students: *"Today we are going to make* ***personalized*** *questions about these things. Each student will come to my desk and take one thing. Ask, Dare no --- desu ka? The person to whom the thing belongs should answer, Watakushi no --- desu. and then come and get it. You can say thank you, when the first student gives your thing back to you."* If it is an item for which the students do not yet know the word, the teacher can either give the word, or have the students say, "Dare no mono desu ka?"	だれの ～ ですか。 わたくしの ～ です。

Week 16

Lesson 8

DAY 1	DAY 2	DAY 3
Explain the use of conversational "fillers" or responses to questions; "soo desu" and "soo desu ne." Hand out Homework Worksheet 16a, on which students write dialogues.	Students act out their dialogues from Homework Worksheet 16a.	Students practice the use of Verb + **-tai** through the use of **Personalization**.

Day 1 Week 16

Material: Lesson 8
Props: None
Worksheets: Homework Worksheet 16a
Objectives: To encourage students to become accustomed to the use of "soo desu (ne)" (often used as a conversational filler.)

Description of Activities *Teacher Notes*

---

1. Explain to students that using such phrases as

   そうです and そうですね

   can make them seem to be more fluent in Japanese, and can give them more time to think of what to say when it's their turn in a conversation. Model a few exchanges with these phrases, for example,

   Show an object and ask about it:

   (A): "Kore wa pen desu ka" これは ペン ですか。
   (Is this a pen?")

   (B): "Soo desu."
   (Yes, it is.) そうです。

   - - - - - - - -

   (A): "Kyoo wa samui desu ne." きょおは さむい ですね。
   (It's cold today, isn't it?")

   (B): "Soo desu ne"
   (It sure is.) そうですね。

   Explain the difference between "soo desu" (used to respond to questions about facts) and "soo desu ne" (used to respond to assertions, where it is assumed that the hearer has the same knowledge as the speaker.)

2. Hand out the worksheet and explain that students are to write three short exchanges using both "soo desu" and "soo desu ne" and that in the next class session they will perform these with a partner.

Name:______________________________ Date:______________________

****

Homework Worksheet 16a - Keeping a Conversation Going

****

Instructions:

a. Think of three things you could say to someone that they could respond to by using the phrase " そうです " or " そうですね ." Remember that you use the first one to answer a question, and the second one to agree with what somewhat has said. Write your questions or statements on the first lines for each set of blanks below. If you have a small object or a photo of something you want to ask about, or make a comment on, please bring it to class to help you act out this exchange.

b. Use the vocabulary that you already know. Don't try to say things you don't know how to yet.

c. Bring this sheet to your next class, and be ready to perform the dialogues with a partner. You will be the person saying the first line, and your partner will say the line which contains the phrase " そうです (ね)"

(1).

__________:____

__________:____

(2).

__________:____

__________:____

(3).

__________:____

__________:____

Day 2 Week 16

Material: Lesson 8
Props: Small objects or photos that the students have brought in to use as props for their dialogues.
Worksheets: Homework Worksheet 16a (completed on a previous evening)
Objectives: To give the opportunity to act out a dialogue and to reinforce the use of conversational fillers; "そうです(ね)。"

Description of Activities *Teacher Notes*

---

1. Ask if students have completed their worksheets. Instruct them to make pairs and practice two of the exchanges they have written, so that each student is able to practice one of the things s/he has written. The person who wrote the dialogue says the first line, and their partner is to respond with " そうです (ね)".

2. Ask several pairs of students to perform their exchanges in front of the class. Help them to get the right intonation on the phrases, pointing out that differing intonations can express very different reactions to a statement.

Day 3 Week 16

Material: Lesson 8
Props: Pictures of appetizing or enjoyable things
Worksheets: None
Objectives: To provide the opportunity to contextualize the use of " V + -tai" ("want to V") to express desire to do something.

Description of Activities *Teacher Notes*

---

1. After explaining the use of the verb with "-tai", show picture cards to students. Model a sentence with each verb that is represented in the pictures. For example, with the picture of the beach, say:
"Umi e ikitai desu." うみ へ いきたい です。
(I want to go to the beach.")
Continue by asking each student to comment on the picture, or to make an additional comment along the same lines as the previous picture. For example, ask the first student:

"Doko e ikitai desu ka?" どこ へ いきたい です か。

The student should answer: "Yama e ikitai desu" やま へ いきたい です。
Using the next student's name, ask for something they would like to do, eat, drink, or go to:

" A-san, doko e ikitai desu ka?" *A*-さん、どこ へ いきたい ですか。
or: "B-san, nani o tabetai desu ka?" *B*-さん、なに を たべたい ですか。
or: "C-san, nani o nomitai desu ka?" *C*-さん、なに を のみたい ですか。

The second student should answer with a place they really want to go to, or a thing they want to do, etc.

2. Explain: *"When we use our new grammar patterns to say things that are true about ourselves, we are using* ***Personalization****, a strategy which helps us make stronger mental connections to the new language patterns we're trying to learn. Some of you are doing this at home already. Try to remember to do this when you are studying outside of class."*

Week 17

Lesson 9

DAY 1	DAY 2	DAY 3
Practice the particle "de" using **Contextualization.**	Practice the particle "mo" using **Contextualization.**	BINGO game "quiz" on time and money expressions, using **Selective Attention.**

Day 1 Week 17

Material: Lesson 9
Props: Picture cards of various means of transportation
Worksheets: None
Objectives: To practice the use of "de" with means of transportation, using **Contextualization**

Description of Activities *Teacher Notes*

---

1. Check to see if students know the names of various means of transportation - train, boat, plane, car. Show students a picture card of a train, for example, and using the name of a place, model a dialogue:

   "Nyuu yooku e nani de ikimasu ka?"
   (How are you going to New York?)

   "Densha de ikimasu."
   (I'm going by train.)

   ニューヨークへ なにで いきますか。
   でんしゃで いきます。

2. Have students ask each other similar questions about going places, and answer using the "de" particle.

Day 2 Week 17

Material:	Lesson 9
Props:	Play money with "en" in typical Japanese denominations.
Worksheets:	None
Objectives:	To practice the numbers, as well as "mo" (also,too) using play money and **Contextualization**.

Description of Activities | *Teacher Notes*

---

1. Pass out the play money, giving some students the same amounts. Begin by asking one student how much money s/he has. S/he should answer:

   Watashi / Boku wa gosenen arimasu.
   (I have 5,000 yen.)

   わたし/ぼく は 五千円
   あります。

   Then indicate that any other student with the same amount should stand up. They should say:

   Watashi / Boku mo gosenen arimasu.
   (I also have 5,000 yen.)

   わたし/ぼく も 五千円
   あります。

Day 3 Week 17

Material:	Lesson 9
Props:	None
Worksheets:	Classroom Worksheet 17 - Numbers Bingo
Objectives:	To have the students use Selective Attention for the task of distinguishing numbers.

Description of Activities *Teacher Notes*

---

1. Explain that when dealing with numbers, **Selective Attention** can be very helpful, because we can listen for the quantity word, which comes between the numeral and the classifier. This can make it easier to distinguish between, say, 50 and 500 yen. Hand out the worksheet, and instruct the students to listen to you read sentences, in which they will hear an amount of money or a time phrase. They should use **Selective Attention** to pick out the time or money expression, and to distinguish between similar amounts of money. When they hear the time or money amount pictured in a square, they should cross it out. When they have five squares in a row crossed out, they yell, "BINGO!"

   Note: there are several different Bingo gameboards, so each student won't have the same one as his/her neighbor. Also, tell students that there may be more than one of some items on their game board. In that case, they can cross off **both** of the items. When someone yells "BINGO!" have them read back the time or money expressions to you, so you can check them against the sentences you have read.

Day 3 Week 17 (p. 2)

Teacher's Script for Time/Money Bingo

1. Watashi wa ichi man en arimasu. わたしは 一万円あります。
2. Ni ji goro kaerimasu. 二時ごろ かえります.
3. Roku ji goro deshoo. 六時ごろ でしょう。
4. Densha wa san ji ni kimasu. でんしゃは 三時に きます。
5. Ichi en arimasu. 一円 あります.
6. Hyaku en desu ka? 百円 ですか.
7. Kore wa roku sen en desu. これは 六千円です.
8. Jyuuni ji ni ikimashooka? 十二時に 行きましょうか.
9. Sore wa go jyuu en deshoo. それは 五十円でしょう。
10. Jyuu en arimasu ka? 十円 ありますか。
11. Iie, go en dake arimasu. いいえ、五円だけあります.
12. Sore wa go hyaku en desu. それは 五百円です.
13. Shichi ji goro kaerimasu. 七時ごろ かえります。
14. Ku ji desu. 九時 です.
15. Are wa go sen en deshoo. あれは 五千円でしょう.
16. Jyuu ji goro kimashita ka? 十時頃 来ましたか。
17. Sen en arimasu ka? 千円 ありますか.
18. Watashi wa jyuugo en arimasu. わたしは 十五円 あります。
19. Ichi ji ni kaerimashita. 一時に かえります.

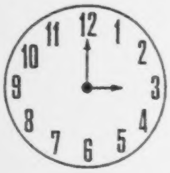
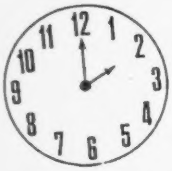
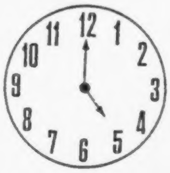
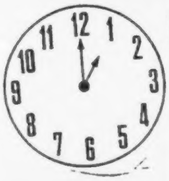
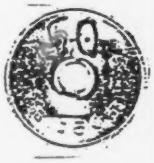
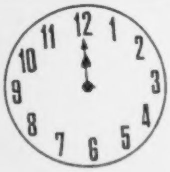
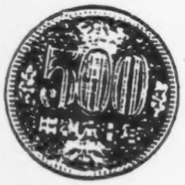
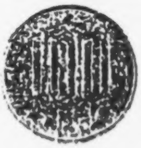
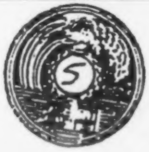
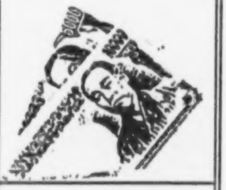
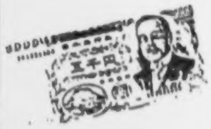
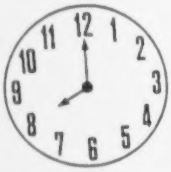
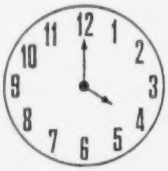
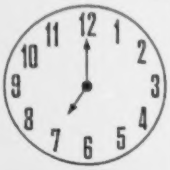
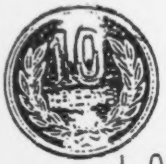
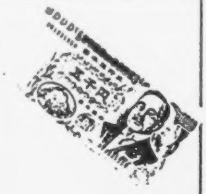
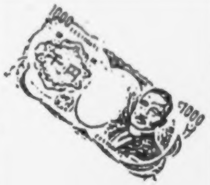
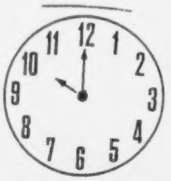
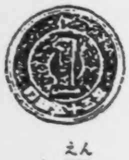
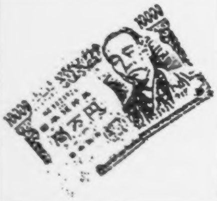
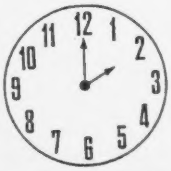
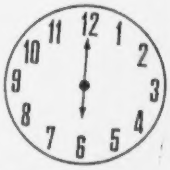
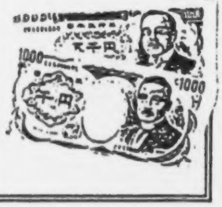
ビンゴ

Name:____ Date:__________

****

Classroom Worksheet 17 - Selective Attention

****

				
		 えん 100円	 えん 5円	
		FREE SPACE!!		
	 えん 10円			
 えん 1円				

Week 18

Lesson 10

DAY 1	DAY 2	DAY 3
Use **Elaboration** to practice the **-te imasu** form and informal style with questioning.	Make up dialogues - use **Cooperation**.	Use **Cooperation** in monitoring of classmates' acted-out dialogues.

Day 1 Week 18

Material:	Lesson 10
Props:	Pictures of sports and other activities
Worksheets:	None
Objectives:	To use the strategy **Elaboration** (Use What you Know) in the practice of the **-te imasu** verb form, and in the use of the informal question form.

Description of Activities *Teacher Notes*

---

1. Show a picture card and say the activity shown, using the **-te imasu** form. Then, ask the students to ask a question in the informal style. Alternately, the teacher can ask the question and the student can answer with a statement in the informal style. For example:

a. Teacher:	Kanojo wa tenisu o shitte imasu.
Student:	Tenisu?
b. Student:	Nani o yatteimasu?
Teacher:	Ii eiga o yatteimasu.

Tell students:

"When we use what we know from past lessons, and combine it with our new material, such as the informal style and the progressive verb tense, (or -te imasu form) we are using the strategy ***Elaboration****. The purpose of this strategy is to make connections between what we are familiar with, and the new material we want to learn. These connections should help us to remember and understand both the old material and the new material. Try to think of other ways you can use what you already know when you are studying on your own."*

Day 2 Week 18

Material:	Lesson 10
Props:	Play money to hand out to use as props for dialogues
Worksheets:	Homework Worksheet 18 - **Cooperation**
Objectives:	To provide a setting in which students can use the strategy **Cooperation** in order to write and act out dialogues using structures from the lesson, and to practice the informal style by speaking with their classmates.

Description of Activities *Teacher Notes*

---

1. Hand out the worksheet and discuss the given situations with students. Ask them for their ideas about other possible situations they might make up dialogues about.

2. Ask students to make pairs and decide on a situation they will write about. Together, they should make up the dialogue, in class, if there is enough time. Tell them:

   "When we work together with our classmates or friends, we are using the strategy ***Cooperation****. When you work with your partners, you should be helping them by correcting their pronunciation, giving them the information they need to write their lines, and finding ways to complete the task you have been given together. This strategy is a fun way to make learning easier; so let's cooperate with each other and have a good time with these dialogues. To make this more interesting, we'll have a vote when you act them out, for the best pair in the class. The winners will receive a prize."*

   Pass out the play money to any pairs who think they might use it as props for their dialogues.

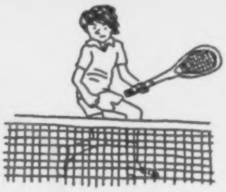
Day 3 Week 18

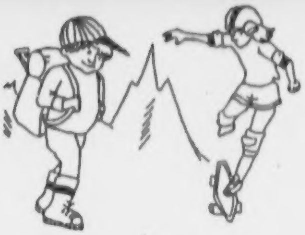
Material: Lesson 10
Props: Awards for the best pair acting out their dialogue
Worksheets: (continued from Day 2) Homework Worksheet 18 - **Cooperation**
Objectives: To encourage students to listen carefully to each others' dialogues, in order to give feedback and evaluate their classmates' work, using the strategy of **Cooperation.**

Description of Activities *Teacher Notes*

---

1. After students have finished their worksheets, have them get up in front of the class and perform their dialogues. Encourage the students who are watching to comment on each pairs' work, and to make notes so they can choose one that is the best of the class. Have the class vote by handing in slips of paper. Make a big deal of awarding the prize (the set of certificates enclosed with the lesson plan) to the best pair.





Name:______________________________ Date:___________

****

Homework Worksheet 18 - Cooperation

****

Instructions: Choose from the following three situations or make up one of your own (#4), for which you will write a dialogue, using **informal** Japanese. If you want to talk about specific amounts of money (remember lesson 9?) you can ask your teacher for some play Japanese money to use as a prop.

1. Imagine that you and your partner are best buddies and you want to plan something for this weekend. One of you has little money, and the other wants to do things that cost money. Write a dialogue in which you work out what you should do together.

2. You had a terrible date last Saturday night with a person who didn't want to spend any money. Tell your partner about that night with a tightwad.

3. Your partner and his/her friend have a date next Friday night, and they only have ten dollars to spend. Suggest things they could do.

4. ____

____

____

********!!!!!!!!!!!! The Winning Dialogue !!!!!!!!!!!!********

_________ : ____

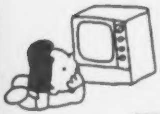
____

_________ : ____

____

_________ : ____

____



_________ : ____

____

_________ : ____

よく　できました。

なまえ ______________________________

Day 1 Week 19

Material: Lesson 11
Props:
Worksheets: Classroom Worksheet 19
Objectives: To reinforce the concept of applying strategies to learning Japanese, by having students choose a strategy and think up a way it can be applied to this lesson.

Description of Activities | *Teacher Notes*

1. Begin a discussion of the learning strategy instruction by saying:

   "We have been studying ways to make our learning of Japanese easier and more effective. By now, you can probably think of your own ways to apply learning strategies in your approach to material that you have to learn. On this worksheet you will see a list of the strategies we've used in the past months. Take a look over them and see if they all seem familiar to you."

   Give students a few minutes to look at the list, and answer any questions they may have. If you need to refresh their memories on the strategies, first see if other students can help by explaining the strategy in question.

****

Classroom Worksheet 19 - Strategy Review

****

Look over the list of strategies and definitions below. Check to see if you understand them, and think of how you can use them to study the new material you will be learning, such as Kanji.

1. **Directed Attention** : Deciding in advance to pay attention to a learning activity and to ignore distractions.
2. **Selective Attention:** Deciding to pay attention to specific aspects of a listening or reading activity, such as key words or special topics.
3. **Grouping**: Grouping together vocabulary words that go together in some way to make them easier to remember; remembering words or other information based on previous grouping.
4. **Contextualization:** Connecting new vocabulary to real objects; **(Imagery)** making a picture in your mind of the new vocabulary or information.
5. **Creative Repetition:** Instead of repeating new materials the same way, trying different ways such as using words in sentences, saying them aloud, acting them out as you say them, or using them in a conversation, at the same time being aware of whether you are repeating correctly.
6. **Elaboration:** Relating new to known information; relating different aspects of the language that has been learned; **(Personalization)** connecting new information to personal experiences.
7. **Cooperation:** Working with peers to complete a task, pool information, or get feedback.

SUBMITTED TO:

Dr. José Martínez
Program Officer
International Research and Studies Program
U.S. Department of Education
ROB 3, Room 3053
7th and D Streets, S.W.
Washington, DC 20202-5331

PR Number PO17A00011-92

LEARNING STRATEGIES IN JAPANESE FOREIGN LANGUAGE INSTRUCTION

FINAL REPORT - COLLEGE 1992 RESOURCE GUIDE

September 1993

SUBMITTED BY:

Anna Uhl Chamot, Ph.D.
Project Director
Language Research Projects
Georgetown University
1916 Wilson Blvd., Suite 207
Arlington, VA 22201
(703) 351-9500

1789

Learning Strategies Instruction for College Japanese

1992 Resource Guide

Prepared by:
Jill Robbins, Motoko Omori, Fumiko
Yuasa, Lisa Küpper, and
Anna Uhl Chamot

Georgetown University
Language Research Projects

1916 Wilson Boulevard
Suite 207
Arlington, VA 22201

Learning Strategy Instruction for the University Japanese Classroom

Fall 1991 Weekly Schedule (weeks in parentheses)

(1) Introducing the study and requesting student cooperation

(2) Pretesting
  Test of Language
  Background Questionnaire

(3) Pretesting
    Learning Strategy Questionnaire
    Self-Efficacy Questionnaire

  Preparatory Activities
    Worksheet 1: Learning in Different Subjects

(4) Directed Attention (*Syuutyuu*) introduced
  Selective Attention (*Pointosyuutyuu*) introduced
    Worksheet 2: Listening to the Tapes
    Worksheet 3: Techniques for Listening
    Worksheet 4: Practicing *Pointosyuutyuu*

(5) Contextualization (*Bamen Zukuri*) & Silent Repetition (*Ansyoo*) introduced
    Worksheet 5: Silent Repetition

(6) Contextualization practiced
  Questioning (*Chekku*) introduced
    Worksheet 6: Working with the core conversations
    Worksheet 7: Memorizing Drill H (*Chekku*)
    Worksheet 8: Working with core conversations (CC) 1-3 for lesson 4A
  Grouping (*Nakamawake*) introduced

(7) Directed Attention reviewed
    Worksheet 9: Learning 4A CC 4-5
  Contextualization and Selective Attention practiced
    Worksheet 10: Learning 4B CC 1-2
    Worksheet 11: Practicing *Pointosyuutyuu*
    Worksheet 12: Working with CC 3-4

(8) Prediction (*Yoki*) introduced; Creative Repetition practiced
    Worksheet 13: The Recall Game
    Worksheet 14: Work with New Material in a Variety of Ways
(9) Selected Attention & Questioning practiced
    Worksheet 15: Learning Lesson 5A CC 3

Worksheet 16: Using *Pointosyuutyuu* & *Ansyoo* for *tu*
Worksheet 17: Working with 5B CC 1-2 Using *Yoki*
Worksheet 18: Working with CC 3-5, Using *Creative Repetition*

(10) Contextualization, Evaluation, and Grouping practiced
Worksheet 19: The Recall Game
Worksheet 20: Learning Lesson 6A CC 1-2
Worksheet 21: Tell us what you think

(11) Contextualization and Grouping practiced
Worksheet 22: The Recall Game

(12) Contextualization, Directed Attention practiced; Personalization and Imagery introduced
Worksheet 23: Imagery and Polite Forms

(13) Contextualization and Personalization practiced

Semester Break

(14) Review of Learning Strategies; Personalization and Grouping practiced
(worksheets numbered according to week beginning in January)
Worksheet 14: Review of Learning Strategies

(15) Contextualization, Imagery, Personalization, and Questioning practiced
Worksheet 15: Imagery

(16) Contextualization, Imagery, and Personalization practiced
Worksheet 16: Personalization

(17) Contextualization, Personalization, and Selective Attention practiced

(18) Contextualization, Prediction, Personalization, Silent Repetition, and Questioning practiced
Worksheet 18A & 18B: Prediction

(19) Grouping and Cooperation practiced
Worksheet 19: Grouping of Family Terms

(20) Synthesis of Strategies

(21) Contextualization, Prediction, Selective Attention, and Silent Repetition practiced
Worksheet 21 A & B: Silent Repetition and Questioning
Worksheet 21 C: Prediction
Worksheet 21 D: Selective Attention

(22) Contextualization, Elaboration, Self-Assessment, and Questioning Practiced
Worksheet 22 A: The Recall Game (Self-Assessment)
Worksheet 22 B: Questioning

(26) Contextualization practiced
Worksheet 26: I'm Hungry!

Week 1

Introducing the Study and Requesting Student Cooperation

The week of: August 28-29, 1991

Description of Activities *Teacher notes*

---

1. Professors make sure that the next week, Thursday, a drill session is scheduled, so that testing can take place.

2. Professors introduce student, request student cooperation. One possible script in presented in Attachment A.

Attachment A
Possible Script for Teacher Introduction of Study

This year, this class is going to be involved in a research study conducted by Georgetown University's Language Research Projects. The study is going to focus on the things you do and the things you think when you're learning Japanese. We call these strategies.

I'm also going to tell you about strategies you can use for learning Japanese, techniques you might not have thought of. We'll talk about strategies in class, and you have opportunities to practice using the strategies. From time to time, I'll ask you for your opinion about the strategies, class activities, and other aspects of learning Japanese. It's very important that you are honest and answer how you truly feel. In other words, I don't want you to just tell me what you think I want to hear. I want you to be honest. This can only help the study, and being honest won't hurt your grade at all.

The intent of the study is to make it easier for students to learn Japanese. We hope you will cooperate fully and share your insights about learning Japanese with us. This will help us to make improvements and changes that will, in turn, be used to help other students like yourselves, as they go about learning Japanese.

That's all I'm going to say about the study now – we'll talk more about it later, as we go along, but I hope it'll be profitable to you to participate. By participating, you are contributing to science, helping yourself to learn Japanese, and helping other students in the future as well.

Week 2

Testing

The week of: September 2-6, 1991

Description of Activities *Teacher notes*

---

1. **Monday, September 2:** Labor Day.
2. **Tuesday, September 3:** Professors mention that there will be a drill session held on Thursday and that students are required to attend.
3. **Thursday, September 5:** During drill session, professors administer the pre-test and the background questionnaire.

Testing	Type	Requirements
Proficiency Pre-test	Group	Class completes proficiency pre-test and background questionnaire during Thursday (September 5) drill session.
Background questionnaire	Group	

Week 3
Schedule for
September 9 - 12, 1991

Monday, September 9	Tuesday, September 10	Wednesday, September 11
Explain study, student obligations, use of class box, importance of candid responses. (see Attachment A.) Hand out Learning Strategy Questionnaire, to be completed as homework & returned to class box the next day.	Ask students to put LSQ in class box. Hand out Worksheet 1 for homework, to be discussed in class on Thursday.	Remind students to complete Worksheet 1 before tomorrow's class.

Thursday, September 12
State question: "Learning a language is different from learning other types of subject matter." 10 minutes of class discussion. List student ideas on board. (See Attachment B.) Have students return Worksheet 1 to class box. Remind students to attend drill session. Testing in drill session: Training in self-efficacy ratings, administer self-efficacy inventory.

Week 3

Testing continues

Preparatory Activities begin

The week of: September 9 - 13, 1991

Testing

Testing	Type	Requirements
Questionnaire of Learning Strategies	Individual	Questionnaire is given as homework on Monday, September 9, to be returned on Tuesday to class box.
Self-efficacy	Group	Administered to class as part of Thursday, September 12 drill session.

Preparatory Activities

(described on next page)

BEST COPY AVAILABLE

Preparatory Activities:

Professors will explain purpose of study and make the points described below.

One worksheet will be given students:

Student Worksheet 1 Learning in Different Classes

Discussion of this worksheet will take place in class (10 minutes).

Description of Activities *Teacher notes*

---

1. **Monday, September 9:** Professors will explain more about the study, saying something like what is shown in Attachment A.

   Then hand out Questionnaire of Learning Strategies, to be completed as homework and returned the next day to the box at the front of the class.

2. **Tuesday, September 10:** Hand out Student Worksheet 1, to be completed as homework that night. Tell students that the worksheet will be discussed on Thursday in class.

3. **Wednesday, September 11:** Remind students to complete Worksheet 1 prior to Thursday's class.

4. **Thursday, September 12:** State the question: "Learning a language is different from learning other types of subject matter." Ask students to share their responses to Worksheet 1. Devote 10 minutes to listing ideas on the board and discussing. Suggestions for discussion are in Attachment B.

   Remind students to attend the drill session that evening.

   Testing in the drill session: Self-efficacy training, then self-efficacy inventory.

BEST COPY AVAILABLE

Attachment A
Possible Script for
Teacher Explanation of Study

On Monday, September 9, you should introduce the study in more depth, possibly saying something along the lines of:

> *As I told you the other day, this class has been picked to participate in a research study of learning Japanese. Throughout the semester you will be examining you own learning strategies and approach to Japanese study. You will also be learning and practicing new strategies. I want to talk a little bit about the study, so that you understand what's involved.*
>
> *First, some class time will be devoted to introducing and practicing learning strategies. You may already use some of these strategies. Others you may not know. But the long-range goal of the study is to help other students like you to learn Japanese more effectively. The short-range goal is to help you learn Japanese more effectively.*
>
> *Second, you'll occasionally get worksheets in class to be completed as homework. Completing and returning the worksheets is considered part of the assigned coursework for this class.*
>
> *I want you to put your names on these worksheets, but I'm not going to see your answers. Here's this box (indicate box at front of room). When you have worksheets to do in relation to the study, you'll return your worksheets to this box. The people who are doing the study will collect the worksheets. They'll tell me if some students don't return the worksheets, but they won't tell me anything more about them.*

The reason behind this is that, from a research perspective, it's very important that you're honest in your answers. Don't give answers that aren't true, but that you think sound good. Tell the truth about yourself, what you do when you're studying Japanese, and what you think about the strategies. This will help the researchers know how to improve or change the approach, or if it's okay as it is.

Sometimes we may talk about your feelings or experiences here in class. I hope you'll be candid there too, because it can only help the study. Nothing you say will ever be counted against you and it won't hurt your grade. So don't be nervous about honesty.

A third point: Sometimes a part of a drill session might be devoted to group work and discussion of the worksheets and learning strategies. This will help you become more conscious of what you are doing to learn Japanese. We hope you'll find these activities and discussion fun, as well as helpful.

Okay, any questions?

To start, I would like you to complete this worksheet and return it to the ~~*drill*~~ Class *box tomorrow. I won't see your answers, so please be very honest. The purpose of this worksheet is to get you thinking about what you do when you're learning Japanese.*

Name: ______________________ Date: ______________

Student Worksheet 1
Learning in Different Subjects

The purpose of this worksheet is to get you thinking about how and what you learn in your classes. There are no right or wrong answers. There is only what's true for you.

Consider this statement:

> Learning a language is different from learning other types of subject matter.

Do you think this statement is true? Why or why not? Before you answer, read and respond to the questions below.

1. Think about one class you take in English. List at least five things you're expected to learn in this class. Then do the same for your Japanese class.

A Class in English	Japanese Class

2. Think about what you do in these classes. Check the statements below that are *usually true* about these classes and what you do in each.

Statement	Class in English	Japanese Class
The professor lectures most of the time.	____	____
The oral participation of every student is very important.	____	____
Students have hands-on activities to do (experiments, group work, practicing a manual skill, etc.).	____	____
I have to memorize a lot of facts and little details.	____	____
I have a lot of reading to do for homework.	____	____

Statement	Class in English	Japanese Class
I have a lot of writing to do for homework.	______	______
I have a lot of speaking (or rehearsing) to do for homework.	______	______
I have a lot of listening to do for homework.	______	______
I take a lot of notes in class.	______	______
I have to really concentrate on what's being said in class.	______	______

3. How are classes conducted in English different from and similar to your Japanese class?

Aspects to Class	Similarities	Differences
Type of Information Learned		
Type of Activities in Class		
What I do to Study		

Re-consider the statement. "Learning a language is different from learning other types of subject matter." Given your answers above, do you think this statement is true or not?

Attachment B
Guidelines for
Discussion of Worksheet 1

Purpose of Worksheet: To develop students' metacognitive awareness that learning a language is different in many ways from learning other types of subject matter.

Suggestions to Guide Discussion:

1. Don't go over student responses item by item. Start by re-iterating the statement: "Learning a language is different from learning other types of subject matter."

2. Ask: How many of you agree with this statement? (show of hands) How many disagree with the statement? (show of hands)

3. Say: Let's list some of the *similarities* between the kinds of things you're asked to learn and do in this class and in a class that's conducted in English.

   If students don't know how to respond, prompt with question such as:

   - Do you have to participate as much in your computer class, for example, as you do in this class?

   - How important is note-taking in these two classes? Do you take the same amount of notes here as you do in your history class?

   - Compare the ways you study in the two classes. How are your study habits similar?

   If students respond to questions by saying there's a difference, then write differences on the board and list their idea under differences, not similarities.

4. Move on to looking at *differences* between the classes -- in what students have to learn, the types of activities they do in class and outside of class, and in how they study. List student ideas on the board. Prompts to guide discussion, if it's falling flat:

   - What do you do in this class that you'd never have to do in any of your other classes?

   - Think about how you study for this class and how you study for your English class. What do you do that's different for this class?

5. Summarize the discussion. This will depend on what students have said. Hopefully, they'll agree that learning a language is different, because of the types of information they have to learn, the ways they study, and the kinds of activities they're asked to do.

   If they've agreed with the statement, you should point out that one big difference is that you can't listen with half an ear in Japanese class the way you can in a class conducted in English. Since understanding is not automatic in Japanese class, attention is an especially important aspect of learning.

Week 4
Schedule for September 16 - 19, 1991

Monday, September 16	Tuesday, September 17	Wednesday, September 18
Introduce importance of knowing about yourself as a learner. Hand out Worksheet 2 (Listening to the Tapes), to be completed as homework. Discussion of worksheet will be on Wednesday.	Re-iterate importance of listening when learning a language. Introduce **Syuutyuu** (Directed Attention). Ask students what distracts them when listening. Remind students to complete Worksheet 2 before tomorrow.	Begin class w/Syuutyuu reminder. Last 5-10 minutes: Have students get into groups (w/others in their own drill session). Hand out Student Worksheet 3. Groups discuss their answers to Worksheet 2, using Worksheet 3 to guide discussion. Have students return Worksheet 2, about the listening tapes.

Thursday, September 19
Begin with Syuutyuu reminder. Introduce 2B CC5-7 as normal, and do Drill D as normal. Introduce **Pointosyuutyuu** (selective attention) and explain what it is. Hand out Worksheet 4, and conduct activity that allows students to practice using Pointosyuutyuu. Teacher script for this listening activity is in Attachment A. Drill I: Remind students to use Pointosyuutyuu to zero in on the numbers. Drill J: Remind students to use Pointosyuutyuu to zero in on the numbers. Remind students to bring Worksheet 3 to the drill session. *Drill session*: Students report findings of their group from Worksheet 3. Guidelines for drill instructor to use in conducting this activity are in Attachment B.

Week 4

Preparatory Activities continue

Learning Strategy Instruction begins

The week of: September 16 - 20, 1991

Preparatory Activities:

Student Worksheet 2	Listening to the Tapes
Student Worksheet 3	Share Your Techniques

Learning Strategy Instruction:

Professors will introduce **Directed Attention**.
Professors will discuss **Selective Attention** and have students practice with numbers.

Student Worksheet 4	Listening Selectively for Numbers

BEST COPY AVAILABLE

Monday, September 16, 1991

Description of Activities	*Teacher Notes*

1. Tell class:

"An important part of learning is to be aware of what you do as a learner. Because listening in class (to the instructor & to the audiotape) and at home (to the tapes) is such a central part of learning, we're going to begin learning strategy instruction by focusing on listening."

"You need to develop awareness of what you do as listeners. To help you think about yourself as a listener and develop this self-awareness, I'd like you to complete Student Worksheet 2 for homework tonight."

"This worksheet focuses on your habits in regards to the Listening Tapes - whether or not you listen to them, how you listen to them, what you do to help yourself get through them and learn from them."

"We'll talk a little bit about this worksheet on Wednesday."

Name: ______________________ **Date:** ____________________

Student Worksheet 2
Listening to The Tapes

Answer the questions below about how you listen to the Japanese tapes. There are no right or wrong answers - only answers describing what you do!

1. **I listen to the tapes.**

   a. Yes. (Go on and answer the rest of the questions.)

   b. No. (Skip the rest of the questions, but please take a moment and tell us why you don't listen to the tapes.) *I don't listen to the tapes because:*

2. **Every week, the amount of time I spend listening to the Japanese tapes is approximately...**

   a. Less than 1 hour
   b. Between 1-2 hours
   c. Between 2-3 hours
   d. Between 3-4 hours
   e. Between 4-5 hours
   f. More than 5 hours

3. **I have a time set aside in my schedule for listening to the tapes.**

   a. Yes.
   b. No. I listen to the tapes when I get the chance, but I don't have a routine.

4. **I usually listen to the tapes with a friend.**

   a. Yes, a friend and I work together on the tapes.

   b. Sometimes I work with a friend and sometimes by myself.

   c. No, I generally listen by myself.

5. **When I listen to the tapes, in one sitting I usually spend about...**

   a. 15-30 minutes.
   b. 30 minutes to an hour.
   c. 1 hour to 1-1/2 hours.
   d. more than 1-1/2 hours.

6. **When I'm working with the tapes, I...** (check all that apply)

___ listen first without looking at the book

___ look at the book and then listen

___ look at the book while listening

___ listen again and again to difficult words or phrases until I can hear how they are said

___ repeat the lines in my head

___ repeat only some of the time

___ repeat most of the time

___ repeat every time I'm supposed to

___ try to repeat without looking at the book

___ think about what the lines mean as I say them

___ re-wind the tape to hear a part over and practice it again

___ imagine myself using the Japanese in a different situation from the core conversation

___ get props and refer to them when practicing

___ sometimes listen hard and sometimes with half an ear

___ take notes, make flashcards, or draw pictures about parts of the core conversation

___ act out the dialogues, trying to be Japanese-like

Other things I do when listening to the tapes are:

7. **After I've listened to the tapes, I...**

___ don't think about them again until class or the drill session.

___ think about the lines on and off during the day, sometimes trying to say them to myself.

Tuesday, September 17, 1991

Description of Activities *Teacher Notes*

---

1. Re-iterate the importance of listening to student learning. Tell students:

   "We're going to begin talking about learning strategies today. The first strategy you're going to hear about is one you probably already know. But the importance of this strategy cannot be stressed enough, because if you don't use this one, you're not going to learn very much.

   "The name of the strategy is: Directed Attention. In Japanese we call this: Syuutyuu."

2. Write "Directed Attention", "Syuutyuu" and the Hiragana for this strategy on the board. Ask:

   "What sorts of things distract you when you're in class? What sort of things distract you when you're studying Japanese at home, either listening to the tapes or reading the book?"

   Write student ideas on the board. Tell students: *"You're going to hear this word "Syuutyuu" a lot as a reminder to focus your attention strongly on what's being said in class. You can't listen with half an ear to a foreign language like you can with your own language."*

(over)

"Knowing what sorts of things distract you can only help prevent distraction a little. When you find your attention has wandered, you must bring your attention back to the task at hand."

3. Remind students to complete Worksheet 2 (on the listening tapes) and bring it to class tomorrow.

Wednesday, September 18, 1991

Description of Activities	*Teacher Notes*

1. Begin class with Syuutyuu reminder. For example, say:

   "Remember Syuutyuu today when you're listening. Put away distractors. If you find your attention wandering, use Syuutyuu and bring your attention back to what we're doing."

2. In the last 5 or 10 minutes of class, have students quickly get into groups of 3-4. **Important:** Students should make sure they work with classmates who have the same drill session assignment as they do.

   Hand out Student Worksheet 3 to guide their discussion of Worksheet 2. Basically, their group task is to compile a list of their techniques for listening to the tapes. **Tell them to work quickly, they only have to the end of the period to complete this task.** (If they don't finish, they can finish in the drill session on Thursday.)

3. When the class ends, have students put Student Worksheet 2 (the one they completed for homework) in the class box. They should save Student Worksheet 3 and take it to the drill session on Thursday, where the groups will share their responses.

Thursday, September 19, 1991

Description of Activities	*Teacher Notes*

1. Begin class with **Syuutyuu** reminder. Introduce 2B CC5-7 as normal and do Drill D, as normal.

2. Then introduce **Selective Attention**, saying something like:

   "You've heard about Syuutyuu (Directed Attention), or keeping focused on the task you're doing. But you probably know by now that you can't hear all the words all the time, with equal focus. Sometimes it's useful to direct most of your attention to a specific part of what you're hearing or saying."

   "For example, if you ask me how much something costs, what type of information are you looking for? What kind of information would you expect to hear?" (A number, a price)

   "Well, that's what you need to listen hardest for. The rest of the sentence is probably not as important as the number itself."

   "This is called ***Listening selectively.*** *In Japanese we call it* ***Pointosyuutyuu.****"* (Write on board, have students repeat.) *"The nature of the task is what helps you decide what's most important to hear, or what you should play most attention to."*

3. Introduce the activity that is intended to show students how to use **Pointosyuutyuu**, saying something like:

   "We're going to be doing some drills now that use numbers. Before we do these drills, I want you to practice ***Listening selectively****, or* ***Pointosyuutyuu****, depending on what the task is."*

4. Hand out Student Worksheet 4. Remind students to pay most attention to the part of the utterance that's important for completing the task. This will vary depending on the part of the worksheet. The entire activity will help students practice shifting their attention to the Japanese part that's indicated.

   Teacher's Script for this activity is presented in Attachment A.

5. When conducting Drill I: Remind students to use Pointosyuutyuu (listen selectively) to zero in on the numbers, so they can just repeat the number, adding "Takai desu nee."

6. When conducting Drill J: Remind students to use Pointosyuutyuu (listen selectively) to zero in on the numbers, particularly whether they hear a "hyaku" or a "sen", so they can make the appropriate substitution in their response (lowering the number by 100 or 1000).

7. Remind students to bring Worksheet 3 (their group work about the listening tapes) to the drill session, as 10 minutes will be devoted to a class discussion.

8. Thursday's drill session: Ask drill instructor to save 15 minutes at the end of the session to devote to students finishing Worksheet 3 and sharing their ideas as a whole class. Attachment B is for the drill instructor to use to guide this activity.

1. Ikura desu ka?
Sanzen-en desu.
Takai desu nee.
Sumimasen.

2. Ikura desita ka?
Roppyaku-en desita.
Hontoo desu ka. Yasui desu nee.

3. Kaimasita ka?
Hai.
Ikura desita ka?
Hassen-en desita.
Takai desu nee.

4. Kaimasu ka.
Iei. Takai desu yo.
Ikura desu ka.
Nisen sanbyaku-en desu.

5. Kono zisyo, kaimasita.
Ikura desita ka.
Yasu Katta Desu. Hyaku nizyu-go-en desita.

(Go over responses. Ask students to say aloud the numbers they wrote down.)

(Conclude by asking students if they were able to shift their focus and narrow it to the part of the task that was most important to hear.)

Attachment A
Teacher's Script

Teacher's script:

In Part A, you're going to hear 15 numbers. I want you to check off whether the number is under 100, over 100, or over 1,000.

What do you need to listen for specifically to know? What is the most important part to hear, to be able to answer the question? (hyaku, sen) Okay, let's begin.

1. nisen
2. hati
3. roppyaku
4. nizyu-san
5. hassen
6. kyuusen
7. sanbyaku
8. rokuzyu-go
9. gohyaku nizyu
10. nanahyaku

(Before going on to Part B, go over this part. Repeat each number and ask students what they checked (under 100, 100-999, over 1000). What clues did they hear that told them what type of number was mentioned? Did they use Pointosyuutyuu to focus in on "hyaku" or "sen"?)

Okay, Part B. You're going to hear 10 numbers. I want you to check off whether you are hearing a simple number or a price.

What clue would be important to hear, in order to decide? (-en at the end of the number) Okay, let's begin.

1. iti-en
2. nisen
3. roppyaku
4. hassen-en
5. nanahyaku
6. kyu
7. sanbyaku-en
8. nisen-en
9. hassen
10. go-en

(Go over Part B before going to the Part C. Repeat each item, and have students say what they checked. Did they use Pointosyuutyuu to concentrate on hearing the "-en" attached to prices?)

Okay, Part C. Now you're going to hear numbers as part of a lot more Japanese. I'm going to tell you prices for things, and I want you to write down the prices I tell you.

In this task, what's the most important thing to listen to? Where should you direct most of your attention? (to the number itself, the price) Try to focus extra hard on hearing the number. Okay, let's begin.

Name: ______________________________ Date: ________________________

Student Worksheet 4
Practicing Pointosyuutyuu

Pointosyuutyuu means deciding what's the most important part to hear and then listening specifically for that part. Knowing what the point of an activity is can help you decide where to focus most of your attention. Here's a chance for you to practice Pointosyuutyuu.

Part A: You are going to hear 10 numbers. For each number, check off whether the number is under 100, between 100-999, or over 1000. Using **Pointosyuutyuu** can help you decide.

	Under 100	**100-999**	**Over 1000**		**Under 100**	**100-999**	**Over 1000**
1.	____	____	____	6.	____	____	____
2.	____	____	____	7.	____	____	____
3.	____	____	____	8.	____	____	____
4.	____	____	____	9.	____	____	____
5.	____	____	____	10.	____	____	____

Part B: You are going to hear 10 more numbers. Check off whether you are hearing a price (e.g., ¥125) or just a number (e.g., 125). Using **Pointosyuutyuu** can help you decide.

	Price	**Number**		**Price**	**Number**
1.	____	____	6.	____	____
2.	____	____	7.	____	____
3.	____	____	8.	____	____
4.	____	____	9.	____	____
5.	____	____	10.	____	____

Part C: You are now going to hear 5 short dialogues. A price will be mentioned in each dialogue. Use Pointosyuutyuu and write the price that's mentioned in each dialogue.

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

Week 5
Schedule for September 23 - 27, 1991

Monday, September 23	Tuesday, September 24
Review Lesson 2B, as normal. Prior to Drill K: Remind students to use **Pointosyuutyuu** (Listening selectively) for "hyaku" and "sen" in drill.	No class today, oral interviews only.

Wednesday, September 25	Thursday, September 26
Props needed for lesson. After listening to video of 3A CC1-3, introduce **importance of varying the ways you repeat and work with new material.** Explain **Contextualization** as one way to work with new material. Have students practice CC1-3, using props. Drill B: Practice w/posters. Suggestion for homework: Students should see how they can use real objects to bring the CCs to life.	Listen to video of 3A CC4-6. Before doing Drills F and G, introduce **Silent Repetition** and how useful it is when you're working with numbers in Japanese. Model Silent Repetition with short think aloud, including **taking notes** on the numbers. Hand out Student Worksheet 5 and do activity that allows students to practice Silent Repetition with numbers. Then do Drills F and G, reminding students to use Silent Repetition and note-taking, as needed.

Week 5

The week of: September 23 - 27, 1991

Learning Strategy Instruction:

Professors will present information on memory and introduce the importance of manipulating new material in as many ways as possible.

For CC1-3, the strategy that is focused upon is: **Contextualization**. Professors will bring a variety of props to class and conduct instruction using these props.

For CC4-6, the strategy that is focused upon is: **Silent Repetition** when working with numbers.

Student Worksheet 5 Using Silent Repetition

BEST COPY AVAILABLE

Monday, September 23, 1991

Description of Activities — *Teacher notes*

1. Review 2B as normal, in class.

2. Prior to doing Drill K: Remind students to use **Pointosyuutyuu** (listening selectively) for "hyaku" or "sen", in order to make the appropriate substitution in the drill. (This is similar to the Pointosyuutyuu activity they did last week.)

Wednesday, September 25, 1991

Props needed for this class:

- 3 dictionaries (to practice sono, kono, and ano)
- 3 cards w/pictures of computers on it (to be placed at various points in the room, to practice sono, kono, ano)
- 3 tapes (to practice sono, kono, ano)
- 3 books, 3 newspapers, 3 magazines
- 2 posters w/word processor, cake, pie, ice cream, coffee, tea, newspaper, magazine

---

Description of Activities	*Teacher notes*

1. Begin class with reminder to use Syuutyuu (Directed Attention). Then play the videotape to introduce 3A CC1-3.

   If you see students not paying attention, or getting distracted by something, say "Syuutyuu" as a reminder to them to bring their attention back to the listening task.

2. Introduce ideas about memory and recall. Before practicing CC1-3, spend 1 minute of class time introducing ideas about memory and recall, and how using learning strategies can help students improve their memory and recall. Say something like:

   "Throughout the semester you're responsible for learning and memorizing all these new core conversations. You also have to be able to use the words and phrases in other contexts, not just repeat the core conversations. So that's a lot of learning and remembering."

   (over - script continues)

"Perhaps the most important thing you can do to help yourself learn and remember is this: Vary the ways you repeat. Don't just repeat and repeat in one way. Manipulate the Japanese you're learning in as many ways as possible.

3. Introduce **Contextualization.** Say to students:
   "This semester we're going to talk about several learning strategies that are ways to vary how you repeat and work with new material. Today we're going to start with a learning strategy called Contextualization. That's a big fancy word that means you can practice the CCs while using props, or real objects."

   "To use contextualization, do this: First learn how to say each core conversation exactly. Then think about what each CC means - and widen your grasp of the Japanese beyond memorization by using real objects that are mentioned in the CCs. This brings the CCs to life."

4. Then model contextualization by using real objects to bring the CCs to life. Practice CC1-3 exactly with students using these props: tapes, dictionaries, computers.

   You can also vary the conversations using the props, but tell students that now they need to be attentive to meaning, rather than just producing the exact CC. (For example, if the dialogue calls for "sono", you can also substitute "ano" or "kono" when appropriate to the prop you indicate.)

5. Drill B: When going over Drill B, you can use the 2 posters assembled for this drill. Place one close to you and the class (this one is for "kore"). Place the other away from both you and the class (for "ano").

6. Drills C and D: As normal. (No props used.)

7. Conclude by giving students this suggestion:

   "Tonight, when you're practicing at home, see how you can use real objects to bring the CCs to life. Practice the key vocabulary by referring to real objects in your room."

Thursday, September 26, 1991

Materials: Student Worksheet 5, Using Silent Repetition

Description of Activities	*Teacher notes*

1. Play the videotape of 3A CC4-6 and practice the CCs as normal.

2. Before doing Drills F and G, introduce **Silent Repetition**. Say something like:

   "Let me just say again how important it is when you're trying to learn new material to vary the ways you repeat and work with that material. Don't just listen and listen and repeat and repeat, with no variation.

   Yesterday you practiced contextualization - or using real objects when you practice the vocabulary. Today we're going to look at another way to vary the ways you repeat. This one's called silent repetition, which means to hear the words again in your head. Imagine that your mind is like a tape. To silently repeat, you can either say the words in your head again, or you can re-wind that mental tape and hear the words again.

   Silent repetition is very useful for two reasons. When you're learning and you silently repeat, it helps you develop an accurate soundtrack of how the new Japanese sounds. Another way you can use silent repetition is when you're in a real life *situation and you didn't understand something that was said to you in Japanese. You can rewind the mental tape and hear the words again. This gives you another opportunity to figure out what was said to you."*

3. Point out that numbers are difficult to hear, remember, and process in another language. Say:

   "With numbers, it's a very good strategy to listen hard to the number (Syuutyuu) and then give yourself a minute to let the number play back in your head. Hear it again silently. Use your ear's memory. Couple this with writing down what you're hearing.

   "Until you've had more practice with numbers, you have to be smart about how you listen to them. So: Let the number play back in your head, silently repeat it, and write it down if you have to."

4. Model this with a short think aloud, such as:
   "Hmm, what was that? Let's re-wind and hear that again -- rokusen happyaku zyuunana-en desita ka. Rokusen happyaku (writing on the board as talking - 6000, 800) *zyuunana-en* (writing 17). *Oh, 6,817!"*

5. Take 5 minutes to do a little drill that has students practice **silent repetition.** Hand out Worksheet 5, go over directions, remind students to hear the numbers again in their heads as they write down each component part (as you did on the board).

Script for Teacher's to say aloud:

1. ¥6,652
2. ¥2,350
3. ¥1,620
4. ¥8,425
5. ¥3,000
6. ¥7,370
7. ¥9,557
8. ¥396
9. ¥4,999
10. ¥5,115

6. Go over responses. Have 10 students come to the board and write their answers, one by one saying them aloud as well. Then ask students if it helped at all to try to hear the numbers again silently, writing down what they heard.

7. Drills F and G: Remind students to use **silent repetition** and **note-taking**, as needed, to do these drills with numbers.

Student Worksheet 5
Using Silent Repetition

When you haven't understood something in Japanese, it's useful to try to play the words back again in your head. Take advantage of your ear's memory. This gives you another shot at understanding what you heard. This strategy is particularly useful with numbers, especially when you write down what you hear so you won't forget.

Here's a chance to practice using **silent repetition**. You are going to hear some numbers. Write down what you hear. If you don't understand a number the first time, try to hear it again in your mind.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Week 6
September 30 - October 3, 1991

Monday, September 30	Tuesday, October 1
Props needed for all Application Exercises (**Bamen Zukuri**). Posters have been given you. Can also use real objects, and posters from last week. With Application A2, mention **Chekku** (questioning) as an important language learner strategy.	Practice Lesson 3B, CC1-3 as normal. Return to CC2 with poster of dictionaries (given you). Have students also practice saying other prices, as on poster. Jump the gun on CC5, handing out Worksheet 6. Take students through Steps 1, 2, and 5 on worksheet. They do the rest at home when learning CC4 and CC6.

Wednesday, October 2	Thursday, October 3
Collect Worksheet 6 from students. Write **Chekku** (questioning) on board and point out how important it is to be able to question, as a way of verifying numbers or other information you've heard. Have students name what other ways they know to ask questions in Japanese. List on board. For Drills D and E, remind students to use **Ansyoo**. For Drill F: Remind students to use **Pointosyuutyuu** for the "day" words. Hand out Worksheet 7 for homework, to help students memorize Drill H. **Mention its last part -- that students are supposed to bring 3 props to class the next day.**	Collect Worksheet 7. Do Drill H. Then allow students to use the props they've brought, to question each other. Utilization: Spread the props around table on the platform. Have students come up to platform. Use the blue SITUATION CARDS, one student drawing one, reading it, teacher interacting w/them as necessary, using appropriate props on table. Hand out Worksheet 8, as homework. Students should use this worksheet when working with the new CCs over the weekend, for next week.

Props needed for Application A1: A poster full of objects marked with different price tags, such as books, magazines, dictionaries, tapes, pictures of computers, typewriters, clothes.

Props needed for Application A2: Same posters from last week showing cake, ice cream, typewriter, etc. Can also be concrete objects (books, magazines, dictionaries, etc.)

Props needed for Application A3: Calendar.

Props needed for Application A4: Posters from last week, or any of the objects used in other Application drills.

Description of Activities *Teacher Notes*

Today's lesson consolidates practice of Lesson 3A, particularly through Application Exercise A (p. 74).

1. *Application A1:* Bring to class a poster showing a variety of objects, labelled as costing varying amounts of money.

   Begin this application exercise (A1) by mentioning that this is **Bamen Zukuri** (contextualization), the use of props. Suggest that students use this strategy with props of their own when they're repeating the CCs and trying to learn new Japanese.

   Have students do the Application exercise around the poster, asking them "Ikura desu ka?" and having them respond with the price of the object you indicate.

2. *Application A2:* Reviews kore (sore, are) and kono (sono, ano) and also acts as a verification check on what's being discussed. Mention that **Chekku** (questioning) is a good learning strategy that will be discussed more fully later. Say something like:

"What you're practicing here is how to ask questions, a very useful strategy, particularly when you're speaking Japanese in a real-life situation. It's called ***Chekku****, or Questioning. We'll talk more about this later, but for now, recognize how important it is to know how to check information with a question."*

Have students practice kore (sore, are) with various props - **Bamen Zukuri**. Practice of kono, sono, ano should be restricted to just those objects that students know names for in Japanese (tape, book, magazine, computer, picture of various cakes).

3. *Application A3*: Have students review answering when the day (tomorrow, today, yesterday, day before yesterday) is included. Use a calendar as a prop. Ask students what strategy they are using, when they practice with a real object (**Bamen Zukuri**).

4. *Application A4:* Reviews dono and response with kono (sono, ano). Practice should include props.

Tuesday, October 1

Material: Lesson 3B, CC 1-3 introduced
Listen and repeat drills (page 79), expecially B, C

Props needed for CC2: A card with various prices listed on it.

Worksheet: Student Worksheet 6

Description of Activities *Teacher Notes*

---

1. Begin class with reminder to use **Syuutyuu**.

2. Practice CC1-3 with videotape, as normal.

3. Return to Conversation 3B, #2: Have students repeat. Then hold up the card with several prices written on it, including Y30,000 (what the dictionary costs in the conversation). Ask students which was the price mentioned in the CC. Ask students to repeat the line from the CC.

   Then ask students to substitute into the dialogue line the other prices shown on the card.

4. In the last 8-10 minutes of class: Because you only have the video machine on Tuesdays and Wednesdays, and tomorrow introduces another set of CCs, preview a way of working with the CCs, as below.

5. Say to students something like:

   "You have to work a lot at home with the core conversations. I want to take a moment to show you a way to start working with the CCs."

   "You probably have your own method, but I'd like you to try the way I'm going to show you now.

Basically, you listen for the first time without looking in the book, seeing how much you can understand just by listening."

"This will probably seem harder than what you do, but there's a very good reason behind it. In this class, you're not just learning Japanese to use in this room. You have to prepare yourself to be able to listen and understand outside of this room, for talking to a native speaker. And when you find yourself in that situation, you won't have a book to refer to, with romanized letters or a translation to help you understand. You're going to have to understand right there on the spot. So you need to start practicing trying to understand Japanese when you don't know what's going to be said."

5. Hand out Student Worksheet 6. Tell students you're going to say CC5 aloud and you want them to work through *Column 2* of this Worksheet as you speak. (You're skipping Column 1 for CC4 because most of CC4 is new vocabulary. You do, however, want them to try the method on CC4 at home and see if they can understand anything, including just getting an impression of what's being said.)

6. Do the first step, telling students to listen to you saying CC5. They are to **guess what's going on** by writing down the Japanese words they understood and making a guess as to what is happening.

7. Say CC5 aloud. Give students 1 minute to fill in Step 1 of the worksheet. Have them quickly share their answers.

8. Now do Step 2 of the worksheet. Read the translation of CC5 aloud. Have students write 1 sentence in English that describes the action. Ask them: *Can you recall any of the Japanese used in the CC?*

   Have students share what they recall.

9. Tell students that the remaining steps listed on the worksheet give suggestions for how to practice the CCs. These steps should be self-explanatory.

   Just briefly have them look at the last step, where they are asked to make the CCs personal to them in some way. CC5 has a suggestion for how to do this. Students can try this suggestion, or do something different. CC4 and CC6 are left to them to *personalize* in some way. This is important because then they have applied the information in the CCs to their own lives.

10. Ask students to listen to 3B CC4-6 tonight using the worksheet, completing all the empty blocks. Remind them that listening first **without** looking in the book gives them good practice for future, real life listening situations -- which is how language is meant to be used, for communication.

Strategy Worksheet 6
Working with the Core Conversations

This worksheet shows you some ways you can approach learning the core conversations.

Guess what's going on.
Listen to the tapes *without* looking at the book. Use what you already know in Japanese. Try to recognize words. Write any words you recgognize in the box. Can you guess what's going on in the conversations?

	CC4	CC5	CC6
Japanese Words I Recognize			
What I Think is Going On			

Know what's going on.
Briefly read what the conversations mean in English. Understand what's going on. Looking at the English, can you recall any of the Japanese?

	CC4	CC5	CC6
Write one sentence in English: What's going on?			
Japanese I recall from this CC			

Listen, looking at the book.
Now listen while looking at the Japanese in the book. This helps you identify where one word ends and another word starts. (Repeat if you feel inclined.) Which words are probably going to be hard to say? Write them below.

	CC4	CC5	CC6
Words that may be hard to say			

Listen and repeat.
Keep in mind what the words mean, but focus most of your attention on correct pronunciation and intonation. Build up an auditory memory in your mind of what the words and phrases sound like. Write the words that are giving you trouble - write in Japanese, write them phonetically, say them as you write.

	CC4	CC5	CC6
Difficult Words			

Listen and repeat with meaning in mind.
Language is meant to be used for communication. Now shift your focus from pronunciation to what each conversation *means* and when and how to use the Japanese you're learning. Make the conversation personal to you, and also see how else the words and phrases might be useful.

CC4	CC5	CC6
Make this CC personal to you in some way.	What have you wanted to buy recently but didn't because it was too expensive? Re-do the drill, substituting this information and changing the tense to the past.	Make this CC personal to you in some way.

Wednesday, October 2

Material: Lesson 3B, CC 4-6 introduced
Listen/repeat drills (p. 80), especially D, E, & F

Worksheets: Student Worksheet 7 (for homework)

Description of Activities *Teacher Notes*

---

1. Prior to practicing the new CCs (4-6), collect Student Worksheet 6 from students and ask them if they thought it was useful or not for working with new core conversations.

   Tell them they'll be getting worksheets like this one in the future to help them learn the CCs, and encourage them to make use of this method. It will help them prepare for spontaneous listening situations, where they have no written text available to help themselves understand.

2. Prior to doing Drills D and E: Write **Chekku** (Questioning) on the board. Tell students:

   "It's important for you to know how to question to verify numbers, since numbers are hard. These drills have questions that you can use to verify information. You should store these questions in your mind, as a pattern. Then you'll be able to question appropriately when you have a need to."

3. Ask: *"What ways of questioning do you know already?"*

4. Have class generate a list and write these on the board, taking about 1-2 minutes.

5. Do Drills D and E with students, reminding students to use **Ansyoo** (silent repetition, or hearing numbers again in the mind) when they need an extra chance at deciphering the number.

6. Prior to doing Drill F: Focus is on "today", "yesterday", "tomorrow." Give students the hint of **Pointosyuutyuu** (listening selectively), saying that you can't focus on all the details all the time. Tell students this activity focuses on the "day" words, and that they should pay special attention to the use of these.

   Prior to actually doing to drill, prompt by saying "kyoo" and students should respond with "kyoo to asita." Run through all prompts:

   ototoi -- ototoi to kino
   kino -- kino to kyoo
   kyoo -- kino to asita

7. Do Drill F.

8. For homework: Professors hand out Student Worksheet 7, to guide student study of memorization of Drill H (p. 80), to be covered the next day in class. **Mention last part to students, to ensure they bring props to class.**

Student Worksheet 7
Memorizing Drill H in Lesson 3B

You're responsible for having Drill H (p. 80) memorized by tomorrow's class. Here are some suggestions to help you learn this material.

What's important about this drill? Identify its wider use and importance in spoken Japanese. This drill teaches you a way to *politely* question the truth of another's statement.

Chekku is a vital strategy for the language learner. Learn this pattern of questioning!

Brute Memorization: Analyze the exchange.

_______ desu ne?
Kore desu ka? _____ no zya nai desu ka?

Identify patterns: Recognize what doesn't change.

Think in opposite pairs!

Give the opposite of each word below:
atarasii -
yasasii -
hurui -
takai -
ookii -

Identify what changes. The only thing that changes in these drills is the *adjective* used to describe the object (e.g., *atarasii* zisyo). Person 1 states the adjective. Person 2 always gives the opposite (e.g., hurui no). Therefore, think in opposite pairs!

Put it all together.

Memorize the parts that don't change.	____________ desu ne? Kore desu ka? ________ no zya nai desu ka?
Pay Pointosyuuchuu to the adjective that's mentioned and...	*Atarasii* zisyo desu ne?
...just substitute its opposite!	*Hurui* no zya nai desu ka?

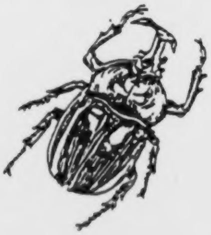
Memorizing is one thing. Being able to remember this dialogue next week is another! If you want to solidify this pattern in your mind, flip the page over and read on.

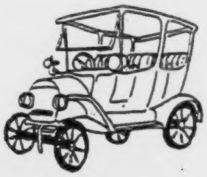
Here are a few ideas to help you remember this dialogue past tomorrow's class.

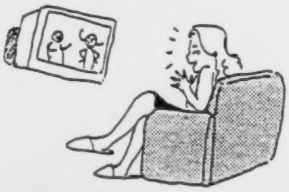
Where and when could you use this type of exchange?

Kore desu ka?	Whenever you want to verify the object that's being discussed. (Might have to use sore or are, depending on how close the object is to you and the person you're talking to.)
______ no zya nai desu ka?	If you want to politely disagree with something someone's said and offer the opposite as the truth.

Think of situations where you would use this exchange to discuss the objects below. Imagine yourself there vividly. Use the adjectives in the box. What does your conversational partner say about the object? Politely disagree.

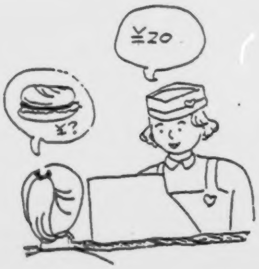


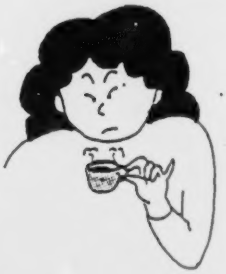


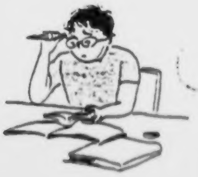


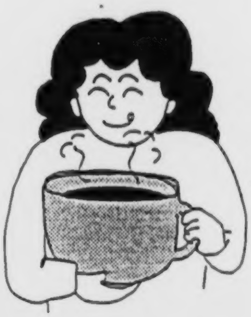
Adjective Box

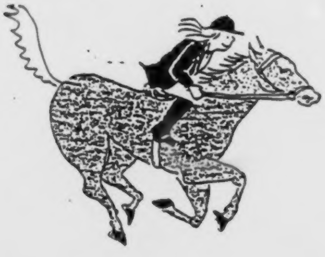
takai
yasui
ookii
tiisai
atarasii
hurui
omosiroi
tumaranai
muzukasii
yasasii

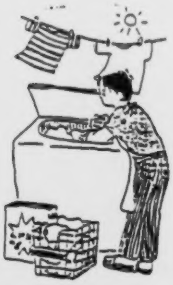


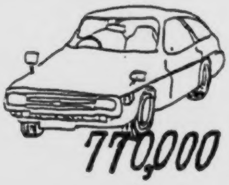












VERY IMPORTANT!!!

Come to class tomorrow with at least three objects (props) to discuss. You can bring anything you want. Make sure you know its name in Japanese and that you can use some of the adjectives in the box to describe it. You're going to make statements about the objects to your classmates - and they will have to agree or politely disagree!

BEST COPY AVAILABLE

Thursday, October 3

Material: Lesson 3B summarized.
Drill H memorized.
Application Exercise A (p. 81) and Utilization.

Props: *For Drill H*: Students are supposed to have brought their own props.

For Utilization:
several books, in different locations on the table (#1)
a large and a small dictionary (#4 and #10)
an unidentifiable package (#5),
a can of soda (#9),
old newspapers (#11)
picture of teachers & students (#16)
a computer printout (#19),
picture of expensive computer (#20)

Description of Activities	*Teacher Notes*

1. Start class with Syuutyuu reminder.

2. Collect Student Worksheet 7.

3. Do Drill H. Then allow students to use their props to make statements that other class members must politely question.

4. Application Exercise A: Use ads, as suggested in book (or whatever props you would normally use), mentioning again that props add context.

5. Utilization: The utilization will be used to introduce SITUATION CARDS. Prior to the activity, say:

   "If you want to be able to recall the phrases you need in Japanese for a situation you're in, then you have to practice recalling. Memory isn't just putting information "in." It's also getting information "out" -- when you need it. The more

you practice doing this, the better able you are to produce the Japanese you need, when you need it."

"That's what we're going to do now. We're going to play the Recall Game."

6. Ask students to get up and gather around the platform, where a variety of props (listed above) will be spread.

   The utilizations are typed one per card. Spread out the cards in your hand like a deck of cards, and ask one student to pick one card and read it aloud.

7. Provide any lead-in question necessary. The student should then produce the Japanese, gesturing towards any appropriate prop on the table.

Example Exchange

Situation Card: **You've been offered something to drink. First, turn it down, and then, after being urged, accept.**

Student reads card aloud.
Professor picks up glass and says: "Laura-san, nomimasen ka."
Student: "Iya, ii desu yo."
Professor: "Doozo doozo."
Student: "Soo desu ka. Zya."

8. Continue through as many cards as time allows. Provide appropriate lead-in questions for the utterance the student is supposed to produce. This makes the practice as concrete and real as possible.

9. As homework, hand out Student Worksheet 8. Students are to use this worksheet over the weekend, as they learn and practice the new CCs for next week.

BEST COPY AVAILABLE

Strategy Worksheet 8
Working with Core Conversations 1-3 for Lesson 4A

Use this worksheet to organize how you start listening to and working with the core conversations for next week: Lesson 4A 1-3.

Guess what's going on.
Listen to the tapes *without* looking at the book. Use what you already know in Japanese. Try to recognize words. Write any words you recgognize in the box. Can you guess what's going on in the conversations?

	CC1	CC2	CC3
Japanese Words I Recognize			
What I Think is Going On			

Know what's going on.
Briefly read what the conversations mean in English. Understand what's going on. Looking at the English, can you recall any of the Japanese?

	CC1	CC2	CC3
Write one sentence in English: What's going on?			
Japanese I recall from this CC			

Listen, looking at the book.
Now listen while looking at the Japanese in the book. This helps you identify where one word ends and another word starts. (Repeat if you feel inclined.) Which words are probably going to be hard to say? Write them below.

	CC1	CC2	CC3
Words that may be hard to say			

Listen and repeat.
Keep in mind what the words mean, but focus most of your attention on correct pronunciation and intonation. Build up an auditory memory in your mind of what the words and phrases sound like. Write the words that are giving you trouble - write in Japanese, write them phonetically, say them as you write.

	CC1	CC2	CC3
Difficult Words			

Listen and repeat with meaning in mind.
Language is meant to be used for communication. Now shift your focus from pronunciation to what each conversation *means* and when and how to use the Japanese you're learning. Make the conversation personal to you, and also see how else the words and phrases might be useful.

CC1	CC2	CC3
Other things that are convenient:	In regards to yourself: Tenisu simasu ka? Goruhu wa?	Make this CC personal to you in some way.

Drill Session

Two Activities: (1) Opposites, following practice of the CCs
(2) Free practice of the patterns in Drills D and E

Props needed: The poster I give you, with various objects on it, marked as to price

---

Activity 1: After practicing the core conversations (5 minutes)

1. Write on board a pair of opposites that students know, such as:

   Muzukasii Yasasii

2. Under Column 1 write "omosiroi." Point to Column 2, so as to ask for the opposite of "omosiroi." Have students supply the word you want.

   Other opposites to ask for, writing the first word on the board and having students supply the second, writing that on the board as well:

   ookii - tiisai
   ii - yoku nai
   hurui - atarasii
   yasui - takai

3. Afterwards, tell students that it's useful to group vocabulary this way. This strategy is called **Nakamawake.**

4. Write **Nakamawake** on the board and have students repeat it.

(over - Activity 2 on the back)

After Drills D and E:

1. To focus on the meaning of these drills: Use a poster that had various objects labelled as to prices. This practice combines the two drills: Where a number is mentioned and it's (a) wrong, causing the listener to say, "But isn't it X-en?" or (b) right, causing the listener to say, "Yes, it's X-en.").

2. Tell students that now you want them to combine the patterns they just practiced in the two drills. They have to listen to what you say, decide if you're right or wrong, and respond accordingly, either agreeing with you or suggesting that the price really is something other than what you mention.

3. Using the poster, point to an object and say a price that's either right or wrong. The student who is called upon must either agree, using the pattern in Drill E, or disagree, using the pattern in Drill D.

4. Point out that this type of practice is **Bamen Zukuri** (contextualization, using props). By using props, students can build a strong, concrete, meaningful association for the language being practiced.

Monday, October 7, 1991

Materials: Lesson 4A CC1-3
Drills (page 95), especially C, D, E

Props: Poster #1, for CC1, of things that are (and are not) convenient
Poster #2, for extending Drill F to include other adjectives students already know, but which aren't included in Drill F.

Worksheets: Student Worksheet 9, to be handed out for homework

---

Description of Activities *Teacher Notes*

---

1. Begin class with **Syuutyuu** reminder.
2. Collect Worksheet 8 (homework from over the weekend). Ask students if they worked with the new CCs using the approach suggested on the worksheet.
3. When going over the new CCs, for each one take a minute to ask personal questions of the students, or to relate the CCs to some personal aspect of their lives. (This was the last step on the worksheet.)

   Examples:

   CC1: Use prop to show things that are and are *not* convenient (benri). Ask students to say whether or not the pictured items are convenient.

   CC2: Ask several students if they play golf or tennis. They should respond honestly. Have students ask each other.

   CC3: Ask questions related to the professor, such as: *Is it Omori-sensei today? And tomorrow? And the day after tomorrow?*

   Also ask questions related to the students, such as: *Is Laura-san coming today? How about tomorrow? Are you coming tomorrow?*

4. Practice Drills C, D, E, and F as normal.

5. *After Drill F*: Use Poster #2, to add questions beyond what Drill F calls for, using adjectives students know that the drill doesn't require: takai, atarasii, hurui, tumaranai.

6. Hand out **Student Worksheet 9** as homework, for students to use while working with the CC4-5.

Name: ______________________________ Date: __________

Student Worksheet 9
Learning 4A CC4-5

Guess what's going on.
These CCs are about *shopping*. Listen to the tapes *without* looking at the book. Try to recognize words. Write any words you recognize in the box. Can you guess what's going on in the conversations?

	CC4	CC5
Japanese Words I Recognize		
What I Think is Going On		

Know what's going on.
Briefly read what the conversations mean in English. Understand what's going on. Looking at the English, can you recall any of the Japanese?

	CC4	CC5
Write one sentence in English: What's going on?		
Japanese I recall from this CC		

Listen, looking at the book.
Now listen while looking at the Japanese in the book. Identify where one word ends and another word starts. (Repeat if you feel inclined.) Which words are probably going to be hard to say? Write them below.

	CC4	CC5
Words that may be hard to say		

Listen and repeat.
Keep in mind what the words mean, but focus most of your attention on correct pronunciation and intonation. Build up an auditory memory in your mind of what the words and phrases sound like. Write the words that are giving you trouble - write in Japanese, write them phonetically, say them as you write.

	CC4	CC5
Difficult Words		

Listen and repeat with meaning in mind.
Language is meant to be used for communication. Now shift your focus from pronunciation to what each conversation *means* and when and how to use the Japanese you're learning. Make the conversation personal to you, and also see how else the words and phrases might be useful.

CC4	CC5
Make this CC personal to *you* in some way.	Make this CC personal to *you* in some way.

Tuesday, October 8, 1991

Materials:	Lesson 4A CC4-5 Drills (page 96), especially K, L, M
Props:	For CC4: 2 English-Japanese dictionaries (one new & big; another smaller & old) For CC5: 3 umbrellas (big & black; smaller & blue; smaller & red)

Description of Activities | *Teacher Notes*

---

1. Collect Student Worksheet 9.

2. Practice the CCs using props appropriate to the CCs (big, new English-Japanese dictionary for CC4, and a big black umbrella and a smaller, blue umbrella for CC5).

3. Then make substitutions into the CCs using different props, as suggested here:

   CC4: Professor lays a big, new Eng-Jap dictionary on the table. Asks "Eewa-ziten arimasu ka" of a student, who continues as per dialogue in book. Then professor lays the small, old Eng-Jap dictionary on table, starts over. Different student has to do original dialogue, making appropriate substitutions, given the change in props.

   CC5: Professor puts out the big, black umbrella and the smaller blue one. Goes through dialogue w/students. Students also go through it in pairs w/each other. Then professors substitutes the small red umbrella for the blue one. Students have to make appropriate substitutions. Professor also asks class if it's raining today. How about yesterday? Will there be rain tomorrow, does anyone know?

4. Practice Drills K, L, and M as normal.

Wednesday, October 9, 1991

Materials: Summarize Lesson 4A
Drills (page 97), especially P, U
Memorize Drill O (page 97)
Application A (page 98) in class

Props: Props associated with CCs in Lesson 4A: hurosiki, English-Japanese dictionary (big & new), 2 umbrellas (big & black, smaller & blue)

Worksheet: Student Worksheet 10, Learning 4B CC1-2

Description of Activities *Teacher Notes*

---

1. Have students act out all CCs, using props as available.

2. Do Drills as normal. Use props, if you have them.

3. After students practice Drill O, which they should have memorized for homework, take a few minutes to ask them questions about how they went about working with this. Suggestions:

   - Write on the board the word *Memorizing*.

   - Ask: *"How did you go about memorizing this drill? What kinds of things did you do first? What did you think about while you were working to memorize the drill?"*

4. Do Application Exercise A, as normal. Use props, as suggested.

5. For homework, hand out Student Worksheet 10, for students to use when working with the Lesson B CC1-2.

Name: ______________________________ **Date:** __________

Student Worksheet 10
Learning 4B CC1-2

Think of what you know before you listen.
In both of these CCs, a person is buying items for the office (notebooks, envelopes, pens). Before you listen, take a minute and think about how a shopping situation like this might go. Use what you know from having shopped for these items yourself. List some ideas below.

What you might say:

What the salesclerk might say:

Aspects of buying an envelope you might have to consider:

Aspects of buying a pen you might ask about:

Here's some information that will help you listen.
You know how to count in Japanese. But when you count different types of objects, you add a classifier to the number. Examples: go-satu, san-mai, ni-hon. Look at these examples. Ignoring the classifiers, how many items do you think are being asked for?

Go-satu: _____ San-mai: _____ Ni-hon: _____

Now listen. Guess what's going on.
Listen to the tapes *without* looking at the book. Try to recognize words. Write any words you recognize in the box. Can you guess what's going on in the conversations?

	CC1	CC2
Japanese Words I Recognize		
What I Think is Going On		

Know what's going on.

Briefly read what the conversations mean in English. Understand what's going on. Looking at the English, can you recall any of the Japanese?

	CC1	CC2
Write one sentence in English: What's going on?		
Japanese I recall from this CC		

Listen, looking at the book.

Now listen while looking at the Japanese in the book. Identify where one word ends and another word starts. (Repeat if you feel inclined.) Which words are probably going to be hard to say?

	CC1	CC2
Words that may be hard to say		

Listen and repeat.

Focus most of your attention on correct pronunciation and intonation. Build up an auditory memory in your mind of what the words and phrases sound like. Write the words that are giving you trouble - write in Japanese, write them phonetically, say them as you write.

	CC1	CC2
Difficult Words		

Listen and repeat with meaning in mind.

Now shift your focus from pronunciation to what each conversation *means* and when and how to use the Japanese you're learning. Make the conversation personal to you. Write what you did below (e.g., counting objects in your room, using correct classifiers).

CC4	CC5

Thursday, October 10, 1991

Materials: Lesson 4B, CC1-2
Drills (p. 106), especially B, C

Props: For CC practice: 5 notebooks, 3 large envelopes, 1 type of ballpoint pen, another type of ballpoint.

Poster 3, to discuss classifiers

For Drill B: Pen (1), pencils (3), books (1), magazines (3), English-Japanese dictionary (1), Japanese-English dictionary (3), notebooks (1), paper (3),

For Drill C: pens, notebooks, dictionaries, magazines, hirosiki, pencils, envelopes, books

Worksheets: Student Worksheet 11, Practicing Pointosyuuchuu
Student Worksheet 12, Working with CC3-4

Description of Activities *Teacher Notes*

---

1. Collect Worksheet 10 (homework from night before). Ask students to briefly describe how they addressed the last step – making the CCs personal to them in some way. What did they do?

2. Practice CC1-2 as normal. Provide students with appropriate props to ensure **Bamen Zukuri**. Also ask students what pleasantries typical to salesclerks are missing from these CCs? They can add them, if they like.

3. Use Poster #3 to talk about classifiers and what other objects fall under the three classifiers in CC1-2. Ask students to look at the items shown and guess which classifier would be used with each.

4. *Drill B*: Practice the drill as normal. Then ask students to do the drill creatively, not looking at the book, but acting it out in pairs, using props, making unique requests for amounts of objects.

5. *Drill C*: Practice drill as normal.

6. Hand out Worksheet 11, to have students practice **Pointosyuuchuu**. Teacher script is in Attachment A.

7. At end of class, hand out Worksheet 12, for students to use as they work with CC3-4.

Attachment A

Teacher Script for
Student Worksheet 11
Practicing Pointosyuuchuu

Part A:
(Before reading the requests, ask students to look at the pictures on their worksheet. For each picture, ask them to write the name of the object. This is where they should start listening selectively (**Pointosyuuchuu**). Listening for this word will help them label the requests they hear, as well as zero in on how many of each object is being requested.)

Part B: (Now read the requests, one at a time, pausing after each request for students to answer on their worksheets. If you have to, repeat each line once.)

Request A:
Kono tiisai huutoo, roku-mai onegai-simasu.

Request B:
Kono boorupen, zyu-pon kudasai.

Request C:
Ano nooto, ni-satu onegai-simasu.

Request D:
Tyoodo onazi zya nai desu kedo...maa, kono hon has-satu kudasai.

Request E:
Sumimasen. Kono rekoodo, yon-mai onegai-simasu.

Part C: (Go over student answers, repeating the request and having students tell you what they heard.)

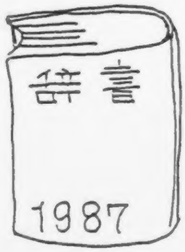
Name: ______________________________ Date: ____________________

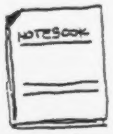
Student Worksheet 11
Practicing Pointosyuuchuu

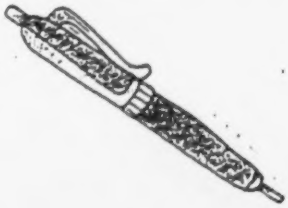
What does the customer want and how many?

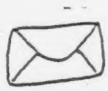
Your professor is going to read aloud to you 5 short requests that a customer is making in a store. Your job is to identify two things: (1) What does the customer want? and (2) How many does the customer want?

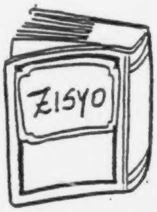
Use **Pointosyuuchuu** to zero in on the information you need. Match each request you hear (A, B, C, D, or E) with one of the pictures below. Under the picture write how many of that object the customer wants.

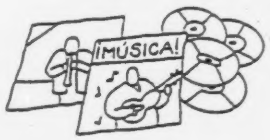


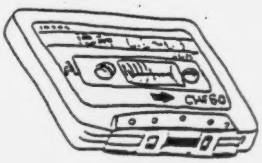


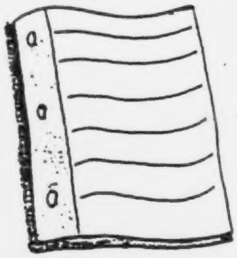


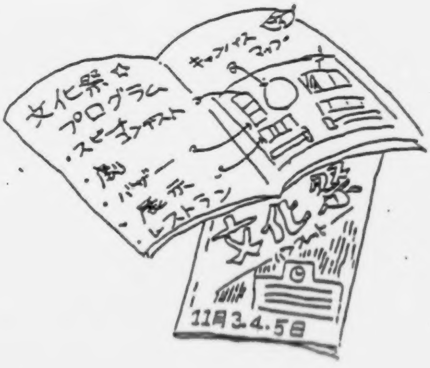











文化祭☆
プログラム
・スピーチコンテスト
・劇
・バザー
・展示
・レストラン
キャンパスマップ
文化祭
11月3.4.5日

Name: ______________________________ **Date:** ____________________

Student Worksheet 12
Learning Lesson 4B CC3-4

Important: Don't look in your book before you listen to these CCs.

Read questions and make predictions.
First, read the questions below about each CC. Predict what words you might hear in each CC, based on these questions.

Questions about CC3	Words I Might Hear That Would Answer the Q
1. How much does each item cost?	______________________________
2. What colors does the customer ask for?	______________________________
3. How *many* of each color does the customer want?	______________________________

Questions about CC4	Words I Might Hear That Would Answer the Q
1. What is the customer asking for?	______________________________
2. Does the customer want it big or small?	______________________________
3. Does the salesclerk have it?	______________________________

(over)

Listen and answer the questions.
Now listen without looking in your book. See if you can answer the questions above about each CC. Use **Pointosyuuchuu** and listen for the words you predicted.

Questions about CC3	Answers
1. How much does each item cost?	
2. What colors does the customer ask for?	
3. How *many* of each color does the customer want?	

Questions about CC4	Answers
1. What is the customer asking for?	
2. Does the customer want it big or small?	
3. Does the salesclerk have it?	

Now look in your book.
Now read what the conversations mean in English. Did you answer the questions correctly? Put check marks next to the ones you got right.

Listen and repeat.
Now go on working with the CCs, listening and repeating, first concentrating on producing accurate Japanese, then focusing on meaning. Don't forget to find a way to make these CCs personal to you. Change the CCs a bit, using what you know in Japanese.

Tuesday, October 15, 1991

Materials:	Lesson 4B CC3-4 Drills H, I
Props:	None
Worksheets:	None

Description of Activities *Teacher Notes*

---

1. Collect Worksheet 12 from students (homework over the long weekend).

2. Introduce *Yoki* (Predicting) by saying something like:

   "This worksheets asked you to read questions about the CCs before you listened and to make predictions about words you might hear in the CCs. In Japanese we call making predictions Yoki, and it's a strategy you'll be asked to use from time to time before you listen."

   "Yoki is a good strategy to use before listening because it gets you thinking in Japanese before you start listening to the tapes."

3. Write *Yoki* on the board. Ask students if their predictions helped them to understand the CCs the first couple times they listened. Were they able to answer the questions.

4. Conduct rest of class as normal.

Wednesday, October 16, 1991

Materials:	Review 4B Drills J, L (page 108), Memorize Drill K Application A Utilization (page 110)
Props:	All props associated with Lesson 4B All props associated with Application Exercises
Worksheets:	Situation Cards for this Utilization

Description of Activities *Teacher Notes*

---

1. Use appropriate props to conduct this class' review activities.

2. *For Utilization*: Situation Cards are provided and activity can be conducted as with last lesson's situation cards. Introduce Utilization by reminding students of importance of practicing *recalling*. Say something like:

   "We're going to play the RECALL GAME again. Remember, you're not just putting all this Japanese into your brain. You have to be able to get it out as well. So it's important to practice recalling what you've learned. We do it here in class, but you should play the RECALL GAME on your own, naming stuff in your room or on your way to class, or trying to remember how to ask for something. Play the RECALL GAME whenever situations come up that are similar to things we've done in class."

3. Use the situation cards as before, having students gather around the platform and draw a card, producing the appropriate Japanese. Provide lead-in statements or questions as appropriate.

Thursday, October 17, 1991

Materials: Review of Lesson 3-4

Props: All props appropriate or central to reviewing these lessons

Worksheets: Student Worksheet 13
Student Worksheet 14

Description of Activities *Teacher Notes*

---

1. Conduct your review as you would normally, using props as appropriate.

2. At some point in the class, distribute Student Worksheet 13, "The Recall Game." Give students 3 minutes maximum to list the shopping expressions they know. Then give them 2 minutes in groups of 4 to combine their answers. The group with the most expressions wins.

3. At end of class, hand out Student Worksheet 14, for students to use over the weekend as they learn Lesson 5A CC1-2.

   Tell students that the worksheet is intended as a way for them to keep track of what strategies they're using when working with new material, as well as to encourage them *to vary the ways they work with new material.* They should make a tick mark every time they use a particular strategy.

Name: ______________________________ Date: ____________________

Student Worksheet 13
The Recall Game

Here's a chance for you to play the Recall Game and build up your ability to recall needed information.

Today's category for the Recall Game is *shopping*. It's very useful to know and be able to recall the kinds of expressions that are typically used in stores. *Don't* look in the book. Work from memory. List as many words or phrases as you can think of that relate to this category.

Expressions Used in Shopping

Salesclerk Expressions	*Customer Expressions*

Name: ____________________ Date: ____________________

Student Worksheet 14
Work with New Material in a Variety of Ways

This worksheet is to help you keep track of the strategies you use to help yourself learn Lesson 5A CC1-2 and Drills E, F, and G. Put a tick mark in the boxes below each time you use a strategy or vary the ways you work with this new material.

I listened without repeating.

I heard the core conversations again in my head. (Ansyoo)

I focused special attention on difficult words. (Pointosyuutyuu)

I recorded myself saying the core conversations.

I practiced with a partner.

I tried to say the conversations on my way to or from class.

I repeated...

...with my book closed.

...with my book open.

...silently.

...while thinking about what the conversations meant.

...while visualizing the scene.

...while using props. (Bamen Zukuri)

Other ways I practiced:

Monday, October 21, 1991

Materials: Lesson 5A, CC1-2
Drills E, F, G

Props: none

Worksheets: Student Worksheet 15, Working with 5A CC3

Description *Teacher Notes*

---

1. Collect Worksheet 14, which students used over the weekend to keep track of the ways they manipulated the new CCs and drills.

2. Do CCs and drills as you normally would.

3. Teach child's song in relation to use of "tu" to count units of inanimate objects. Have students repeat it after you. Also have them count in the opposite direction (e.g., "too, kokono-tu, yat-tu...").

4. Hand out (for homework) Student Worksheet 15, Working with CC3. Students can use this worksheet while working with CC3 at home.

Name: ______________________________ Date: ______________

Student Worksheet 15
Learning Lesson 5A CC3

Guess what's going on.
Don't look in your book before you listen to CC3. Just listen. What words and phrases can you catch? Can you guess what's going on in this conversation?

	CC3
Japanese words I recognize	
What I think is going on	

Know what's going on.
Briefly read what CC3 means in English. Looking at the English, can you recall any of the Japanese?

	CC3
Write one sentence in English: What's going on?	
Japanese I recall from this CC	

Listen and repeat.

Use the chart below to keep track of the various ways you listen and repeat this CC to learn how to (a) pronounce it correctly, (b) understand it when you hear it, and (c) use it to accomplish a real-life purpose.

	With my book closed...	While looking at the book...	Throughout my day...
I listened w/out repeating.			
I listened and repeated.			
I looked at the English.			
I looked back to or thought about past CCs.			
I used props.			
I thought about how to make CC3 personal to my life.			
I let CC3 play back in my head. (Ansyoo)			
I practiced with a friend.			
I paid special attention to what I found difficult.			
I tried to say CC3 by myself, w/out reading the book.			
I imagined myself saying some aspect of CC3 in a real-life situation.			
Other			

Tuesday, October 22, 1991

Materials:	Lesson 5A, CC3 Drills C, H, J Memorize Drill O
Props:	Poster 5A-1, Using "-tu" Items mentioned in the CC and supplementally: bag, briefcase, suitcase, handbag, shopping bag
Worksheets:	Student Worksheet 16, Using Pointosyuutyuu and Ansyoo

---

Description *Teacher Notes*

---

1. Collect Student Worksheet 15 (homework) for working with CC3.

2. Distribute Student Worksheet 16 (Using Pointosyuutyuu and Ansyoo for "-tu"). Read aloud from the attached Teacher's Script (Attachment A) and have students complete the worksheet.

3. Use Poster 5A-1 to go over the worksheet. Repeat each item, have students indicate the right number of items on the poster. Point out that the objects pictured on the 2 posters are items that are usually counted using "tu" and that "tu" only goes up to counting 10 items. Once over ten, different rules apply.

4. Proceed w/class as normal. Supply props appropriate to CC practice and drills, as well as any spontaneous practice.

Attachment A
Teacher Script

Let's review counting inanimate objects using the classifier of "-tu."

I'm going to say ten sentences. Each sentence mentions a number of inanimate objects. Listen selectively (**Pointosyuutyuu**) for the number. Remember, the classifier "tu" is attached to the number. If you have trouble understanding what you heard, use **Ansyoo** to let the number + classifier play back in your mind like an echo. Write down the number you hear.

1. Kono aoi no, yot-tu onegai-simasu.
2. Motto yasui no ga irimasu nee. Kore o moo itu-tu kudasai.
3. Mit-tu kireina yubi wa ga arimasu ne.
4. Tokei ga nana-tu arimasu ne? Siroi no wa doo desu ka?
5. Kono airon wa yasui desu kedo hito-tu dake desu nee.
6. Ringo o yat-tu kudasaimasen ka?
7. Kyoo wa huta-tu dake kurasu ga arimasu.
8. Kinoo wa orenzi o mut-tu zenbu tabemasita.
9. Irassyaimase. Atarasii baggu(kaban) ga yat-tu arimasu yo.
10. Kokono-tu eega o mimasita. Omosirokatta desu yo.

Name: ______________________________ Date: ____________

Student Worksheet 16
Using Pointosyuutyuu and Ansyoo for "-Tu"

Here's a chance for you to practice using **Pointosyuutyuu** and **Ansyoo** when listening. You are going to hear 10 sentences. Use **Pointosyuutyuu** to zero in on the "tu" classifier used with inanimate objects. If necessary, let the "number-tu" play back in your mind (**Ansyoo**), so you can hear the number again and identify how many objects are being referred to.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Wednesday, October 23, 1991

Materials: Drills K, M, N
Application A

Props: Props from previous classes that show objects taking the classifiers "mai", "hon", and "satu."

Worksheets: Student Worksheet 17, Working with 5B CC1-2

Description *Teacher Notes*

---

1. Prior to doing Drills M and N, review the classifiers students have learned to date. Use props from previous lessons that show items taking the classifiers "mai", "hon" and "satu." Point to the item and ask students what classifier is called for. Have students count from 1-10 using the classifier.
2. Then do Drills M and N, which recycle these classifiers.
3. Conduct rest of class as normal, including using **Bamen Zukuri** (props) with Application Exercise.
4. Hand out Student Worksheet 17, for homework.

Name: ______________________________ Date: ______________

Student Worksheet 17
Learning Lesson 5B CC1-2

Important: Don't look in your book before you listen to these CCs.

Use *Yoki*.
Read the questions below about each CC. Use *Yoki* and make predictions about what words you might hear in each CC, based on these questions. This gets you ready to hear the CCs and starts your mind thinking in Japanese.

	Questions about CC1	Words I Might Hear That Would Answer the Q
1.	What day's newspapers does the clerk have for sale?	______________________________
2.	Which newspapers does the customer want?	______________________________
3.	When will those arrive?	______________________________

	Questions about CC2	Words I Might Hear That Would Answer the Q
1.	What color sportscar has Tanaka-san bought?	______________________________
2.	Is the car new or used?	______________________________
3.	What country makes the car?	______________________________
4.	What do the speakers think of the car?	______________________________

(over)

Listen and answer the questions.
Now listen without looking in your book. See if you can answer the questions about each CC. Use **Pointosyuutyuu** and listen for the words you predicted. Write your answers below.

	Questions about CC1	Answers
1.	What day's newspapers does the clerk have for sale?	
2.	Which newspapers does the customer want?	
3.	When will those arrive?	

	Questions about CC2	Answers
1.	What color sportscar has Tanaka-san bought?	
2.	Is the car new or used?	
3.	What country makes the car?	
4.	What do the speakers think of the car?	

Now look in your book.
Read what the conversations mean in English. Did you answer the questions correctly? Put check marks next to the ones you got right.

Listen and repeat.
Now go on working with the CCs, listening and repeating. First concentrate on producing accurate Japanese. Then focus on meaning. Don't forget to find a way to make these CCs personal to you. Change the CCs a bit, using what you know in Japanese.

Thursday, October 24, 1991

Materials:	Lesson 5B, CC1-2 Drills B, E, F
Props:	Yesterday's newspaper, if possible Day before yesterday's newspaper, if possible Picture of gray car Poster 5B-1, of cars
Worksheets:	Student Worksheet 18, Working w/CC3-5

Description	*Teacher Notes*

1. Collect Student Worksheet 17 (homework from previous night).

2. Ask students about use of **Yoki** (Making Predictions). Were they able to make predictions that helped them understand? Reiterate that:

   "Yoki is a good strategy to use before listening when you know something about the scenarios on the tapes, and it's certainly useful before real interactions. You call up into your mind Japanese that might be useful in that situation, and that not only prepares you a bit, but it also gets your mind thinking in Japanese."

3. Perform CC practice w/props available (yesterday's newspaper, if possible). Picture of gray sports car.

4. Ask several pairs of students to practice CCs w/minor variations, such as day before yesterday's newspaper, collection of posters showing cars of different colors. You hand them the newspaper and a postercard of one car and they need to make adjustments in the CC2, based on those props.

(continued on reverse)

5. Do drills as normal.

6. At end of class, hand out Student Worksheet 18, for homework, for use when learning CC3-5.

Name: ______________________________ Date: ____________________

Student Worksheet 18
Work with New Material in a Variety of Ways

This worksheet is to help you keep track of the strategies you use over the weekend to help yourself learn Lesson 5B CC3-5 and Drills H, I, and J. Put a tick mark in the boxes below each time you use a strategy or vary the ways you work with this new material.

I listened without repeating.

I heard the core conversations again in my head. (Ansyoo)

I focused special attention on difficult words. (Pointosyuutyuu)

I recorded myself saying the core conversations.

I practiced with a partner.

I tried to say the conversations on my way to or from class.

I repeated...

...with my book closed.

...with my book open.

...silently.

...while thinking about what the conversations meant.

...while visualizing the scene.

...while using props. (Bamen Zukuri)

Other ways I practiced:

Monday, October 28, 1991

Material: Lesson 5B, CC3-5
Drills H, I, J

Props:
3 of the objects mentioned in CC3(a)
5 of the objects mentioned in CC3(b)
A coffee cup, a sugar bowl (or packet of sugar) (CC4)
A teabag (CC4, for variation)
2 different magazines (CC5)
2 different books or newspapers (CC5, for variation)

Worksheets: Student Worksheet 19, The Recall Game for Polite Expressions

---

Description of Activities *Teacher Notes*

---

1. Collect Worksheet 18 (which students completed over the weekend).

2. Practice CCs as normal, providing props as appropriate.

   Practice the CCs with props mentioned in the CCs and shown on the video. Then have students practice the CCs with props that make them vary some of the dialogues (such as tea instead of coffee in CC4, or two different books/newspapers in CC5).

3. At some point in the class, hand out Student Worksheet 19, the Recall Game relating to polite utterances. (You can also have students do this as homework, if you like.)

   Have students work individually to list as many items as they can. (This builds upon the polite expressions taught in CC4 and re-cycles those learned previously).

   Go over responses as a class. If you like and if there's time (doubtful...), you can have students act out a few situations where they are offered food or beverage.

Name: ______________________________ **Date:** ____________________

Student Worksheet 19
The Recall Game: Being Polite

This is a chance for you to play the Recall Game and build up your ability to recall needed information.

Today's category for the Recall Game is "*Things you say when you're being offered (or you want to offer) something to eat or drink.*" It's very useful to know and be able to produce what's culturally appropriate to say in these situations. *Don't* look in your book. Work from memory. List as many words or phrases as you can think of that relate to this category.

Expressions Used When Food or Drink is Offered

Expressions I Can Say to Offer Food or Drink to a Person	*Expressions I Can Say When Someone Offers Me Food or Drink*

Tuesday, October 29, 1991

Material:	Drills G, M Memorize Drill L Application A Utilization
Props:	Props from previous lessons for Application. SITUATION CARDS for Utilization. Props for SITUATION CARDS, such as: magazines, 3 red ballpoints, 3 black ballpoints, 5 large envelopes, 5 pieces of paper, coffee cup, sugar packet
Worksheets:	Student Worksheet 20, Learning Lesson 6A CC1-2

Description of Activities *Teacher Notes*

---

1. Go through Drills as normal. Also do Application, using props as necessary. Some of the props from previous lessons can be recycled (i.e., car posters, envelopes, books, etc.).

2. Use the SITUATION CARDS to conduct the Utilization, as in previous lessons. Put props out on the table, so students can use them as needed. Try to add additional utterances, questions, remarks to extend conversations beyond what the cards call for.

3. Hand out Student Worksheet 20, for students to use at home while learning 6A CC1-2.

Name: ______________________________ **Date:** ____________________

Student Worksheet 20
Learning Lesson 6A CC1-2

Important: Use this worksheet AFTER you have practiced CC1-2.

The purpose of the worksheet is for you to evaluate your learning. *Don't* look in the book. Work from memory. Answer the questions below in writing, and say each of your answers aloud as you write.

1. You're trying to get to a certain place in Tokyo. There are two polite ways you can stop a passerby on the street to ask for directions. One is a word. The other is a phrase. What are they?

   ____

2. The passerby answers your question and tells you exactly where to go. You understand the directions. What do you say to let the person know you understand?

   ____

3. Thank the person for the help. ______________________

4. Suppose you have trouble following the directions you were given. You stop another passerby. What would the person say to you if he or she didn't know where the building you want is?

   ____

5. You want to know where the ICC Building is. Ask in Japanese.

   ____

6. You are on the corner of 23rd Street and Washington Circle. You want to know what direction Foggy Bottom metro station is. How would you ask this in Japanese?

   ____

7. A person answers your question in #6 by saying "Moo sukosi saki ni arimasu." What does this mean?

   ____

8. Someone asks you for directions to a particular building. Tell the person in Japanese that the building is not around here (at least).

____

9. Write a little CC of your own. Assume you want to get to a particular place (you choose the place). Ask a passerby for directions. What do they tell you? Say you understand and thank them for their help.

> How did you do? Did you find it hard to come up with the Japanese you needed? Look in the book and check your answers. Write down any other answers you might have given. Review points that caused you problems.

BEST COPY AVAILABLE

Wednesday, October 30, 1991

Material: Lesson 6A, CC1-2
Drills A, C
Katakana Test

Props: Various maps and post-its to practice drills & variations

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Review CC1-2 using map accurate to the conversations, in order to check students' pronunciation.

2. Check CC1-2. Then use maps to widen practice to other utterances.

3. Remind students that **Bamen Zukuri** is not just something done in class. They should try to apply the CC vocabulary and structures to describing their environments about campus. Suggest that when they're walking on the street, they can describe objects as being in the area of not, being just a bit ahead, as not being further on but in another direction, etc.

4. SITUATION PRACTICE: Before students begin to enact your situation, tell them something like this:

   "We're doing these situations in class because you need to learn to cope with situations outside of the structure of the book and drills. There are many strategies you can use in these situations that will help yourself cope with the unexpected things that people say in real-life conversations."

(continued on reverse side)

"Today I just want to remind you to ***use what you know*** *in Japanese. Don't try to say things that you aren't sure of, and don't try to translate from English. Stick to what you know."*

5. Do Situations as you'd planned. When students try to say things over their head, remind them to stick to what they know.

Thursday, October 31, 1991

Material: Lesson 6A, CC3-5
Drills E, G, N
Intro to Hiragana

Props: Various maps and post-its to practice drills & variations

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Review CC3-4 using map accurate to the conversations, in order to check students' pronunciation.

2. Check CC3-4. Then use maps to widen practice to other utterances. Remind them to use **Bamen Zukuri** on their own, now that they have several ways of talking about where buildings and things are. They can practice mentally applying these phrases and structures to their personal world (outside of class).

3. SITUATION PRACTICE: Before students start into roleplaying the situations, say something like:

   "Remember, use what you know! Don't translate from English -- that will only get you into trouble, because you'll try to say things you don't know how to say."

   "Also -- when you need to stall for time to think of what to say, remember the fillers you're learned and use them! This makes you sound good. And if you don't understand something that's said to you, you know a couple of ways to **Chekku**, *or ask for clarification."*

Drill Session
Thursday, October 31, 1991

1. Ask students for their opinion of the strategy instruction to date.
    - Is it helpful to learning?
    - What else would they find helpful?
    - Do they actually use this stuff or are they just doing it because the worksheets are given to them?
    - What areas aren't being addressed?
2. Hand out Student Worksheet 21, for them to record any additional feedback they wish to give. Hand it in on Monday, if they have something to say.

Student Worksheet 21
Tell Us What You Think

You shared your opinions, suggestions, and ideas with the staff during the Drill Session. Use this worksheet to add anything you forgot to say in the Drill Session or to add ideas that occur to you as you study this weekend. (As such, the worksheet is optional. Use it only if you have something you want to add or emphasize over what you've already said in the Drill Session.)

You can be as honest as you like. Your opinions and suggestions will be taken very seriously and will help to shape the strategy instruction you and other students will receive.

Some questions that you may want to consider, in reviewing the strategy instruction to date:

Which strategies have been helpful to you as a student of Japanese?
Which strategies haven't been helpful?
What do you think students need to know or do that would help them learn Japanese more efficiently? (Things you haven't been told in the strategy instruction)
How would you change the strategy instruction, so that it met *your* needs as a student?

Thanks for your time and consideration!

SUMMARY OF STUDENT RESPONSE TO QUESTION ON CORE CONVERSATION STUDY

1. I think that the most significant thing to do is to contextualize the situation. Instead of just memorizing the words, it's important to attach true meaning to that word and visualize an object or concept for each word. It is also good to use props to enhance the meaning of the new vocabulary learned.

2. a. Read & listen at the same time
   b. Look at the meaning of the individual words in the conversation
   c. Try to say without looking at book
   d. Listen closely to tape for difficult words
   e. Listen to whole conversation for inflection and try to mimic
   f. Practic once more on own
   g. Review right before class

3. The best way to start is by listening to the tape. Then, it is good to repeat the core conversation, first to yourself then out loud, many times.

If you see a chance to use the CC's in a real situation, you should do so while you practice, picture yourself in an actual situation.

4. The best way to memorize CC"s is to practice with someone else and recall CC's whenever you have a chance. I usually try to understand the pronunciation of Japanese words.

6. First I listen to the tape just to get the pronunciation. Then I memorize each line I act it out using my hands or puppets. Last I write it out to see if I remember it. If I have time, I just listen to it again

7. To memorize the core conversation, I listen to the tape over and over again. The first time through, I follow along in the book. I look at the romanized version while the tape is playing. After a few times then I repeat the core conversations with the tape until I think athat I know the core conversation. I also review the core conversation while walking to class. Sometimes I practice with a friend who is also taking Japanese

8. I have gradually decreased my use of the tape because they are so unclear and fast. I find the best method is one to one conversation using real props. This allows one to be much more a part of the CC's. I also find writing the CC's in Japanese characters is excellent for learning the characters and memorizing the conversation

9. I find I know the conversation best when I listen to the tapes and look as the pronunciation in the book. I first listen to the tape once or twice alone then I listen while looking at the book until I feel I have them memorized. Also I copy the new vocabulary and their meanings to reinforce the words and also to have a quick rerence during class and when review for test

Monday, November 4, 1991

Material:	Lesson 6A Memorize Drill L (page 144) Application Exercises A (p. 145)
Props:	Poster map of Georgetown, for drills Props for Application Exercise A
Worksheets:	none

Description of Activities *Teacher Notes*

---

1. Introduce substitution drills by mentioning that now it's time to use **Bamen Zukuri** and use the new structures/vocabulary in real contexts.

   Using map of Georgetown, conduct substitution drills.

2. After drills, remind students that **Bamen Zukuri** is a strategy they should try to use on their own as often as possible. Give suggestions for how to use it with this vocabulary:

   - When they're walking about during the day, practice describing how to get to places they're going (a little ahead, etc.).

   - Relate vocabulary to other objects (such as the last drill, w/takai, oisii, etc.).

Tuesday, November 5, 1991

Material: Lesson 6B1-2
Drills B and F

Props: none

Worksheets: Student Worksheet 22

Description of Activities *Teacher Notes*

---

1. Check CCs as normal.

2. Before doing drills, hand out Student Worksheet 22, the Recall Game. Give students 3 minutes to complete. Go around the room and have each student contribute an item, writing them on the board (in Romaji if necessary; in Katakana when possible). Students should add items to their list that other students suggest but which they themselves didn't have listed.

3. Do drills, as you'd planned.

Student Worksheet 22
The Recall Game: Places

Today's category for the Recall Game is: "Names of Places You Know and Ways to Describe Location." It's very useful to practice recalling this vocabulary, so you'll be able to produce it when you need to ask where something is.

Don't look in the book. Work from memory. List as many words and phrases as you can think of that fit this category. Think in terms of places you might have to ask for, if you were travelling in Japan. You have 3 minutes.

Places and Location Vocabulary

	Name of Places (buildings, etc.)	*Ways to Describe Location*
Example:	denwa	mukoo

Wednesday, November 6, 1991

Material: Lesson 6B3-5
Drills H, J, K

Props: Pictures: Cadillac, Mercedes, BMW, MacIntosh, IBM,
Diamond ring (Gucci, Cartier, etc.)
Box w/unidentified contents, for drill
Pictures: Embassy, consultate, theater, movie theater

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Remind students that using props (**Bamen Zukuri**) is useful for practicing vocabulary. Ask if they've used this strategy at home or as they walk around during the day. Ask for examples of the types of things they say to themselves about real objects.

2. Do drills using props, as you'd planned. At end, as students to summarize when they'd use the phrase "desyoo nee." (To state something probable but not certain, to "fill" the conversation w/out disagreeing w/partner or adding anything new) What other phrase(s) do they know that can accomplish a similar purpose? (Soo desu nee)

Thursday, November 7, 1991

Material:	Lesson 6B Memorize Drill G (page 153) Application Exercise A Utilization
Props:	Magazines, newspapers, books, pens, pencils, shopping bags for Application A Map of Ginza 2 identical maps, w/something missing from them
Worksheets:	none

Description of Activities *Teacher Notes*

1. Conduct Application as normal, using props.
2. Conduct drill using Map of Ginza, as planned.
3. Do exercise w/2 identical maps.
4. Utilization: Just do it straight from the book.

Monday, November 11, 1991

Material: Review of Lesson 6 for test and Introduciton to Lesson 7A

Props: Pictures of bank, bookstore, Dept. store, statioery store, schools, university. Memo pad, pen for CC practice.

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Review Lesson 6 and answer any questions on the material.
2. Using the props, go over the new vocabulary, commenting that it is using **Bamen Zukuri.**
3. Go over CC 1 & 2, using the memo pad and pen props. Check the CCs.
4. Watch the video. Remind students to use **Shuuchuu** to attend to the CC patterns being introduced.

Wednesday, November 13, 1991

Material: Lesson 7A cc 3 & 4

Props: cards with business names written on them: SONY/RCA, cards with the names of restaurants on them: MacDonald's, etc.

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Go over and check CCs. Be sure to point out the in/out-group sitation revealed by the verb forms used; *irassyaimasu vs. orimasu and imasu.*

2. Divide students into groups. Give them index cards with their company name: SONY/RCA. Have the floors of a 5-story building drawn on the board. The names of various students are written on the different floors. Tell students that in the activity, the students will play the roles of a person who is visiting an office and of the receptionist.

   Situation 1: An RCA employee is visiting SONY. They must ask for Person 1 at the receptionist desk. If Person 1 is not there, ask for Person 2.

   Exchange:
   S1: (1)-san irassyiaimasu ka?
   S2: Ima tyotto orimasen ga..
   S1: Zyaa, (2)-san wa?
   S2: (2)-san desu ka? (2)-san wa san-gai ni orimasu ga.

   Ask students to state the "rule" for this exchange prior to performing it (i.e., who is in in/out group; polite forms and so on.) and to pay **Selective attention (Pointoshuuchuu)** to what this task requires of them. Link the nature of the task to what requires selective attention.

Situation 2: Your colleague went to SONY for an important meeting. However, you noticed that he/she has left a very important file at your office. So you have to go to SONY to bring the file to him/her. Ask for your colleague at the reception desk. The receptionist must answer according to the picture.

Exchange:
S1: Sumimasen, watashi, RCA no (namae) desu ga. (1)-san ga orimasu ka?
S2: (1)-san desu ka? ____-kai ni irassyiaimasu.
S1: Doomo

3. Explain to students that: "*Personalization is a way of linking new vocabulary words or structures to your own life. You can ask yourself, "How does this apply to me?" whenever you are trying to learn anything new. You use personalization when you answer a question truthfully about yourself.* Ask students where they ate dinner last night.

T: Kinoo doko de "dinner" tabemasita ka?
S: Daigaku no cafeteria de tabemasita.
T: Oishii desuka, asoko?
S: IIya, amari oisiku nai desune.

4. Explain pair work based on the following dialogue. Hand out index cards with names of various restaurants, the location of the restaurant, and names of people whom they saw. Have one student ask another where they ate today and carry on a conversation:
S1: Kyoo was doko de tabemasita?
S2: Eki no soba no Makudonarudo de.
S1: Benri desu ka, asoko?
S2: Eee, Omori sensei mo imasita yo.
S1: Hee!

S2: Ikimasenka?
S1: Iya, tyotto... (Student expands from here.

5. Explain that: *"Now we will use Bamen Zukuri again, to practice a structure you will probably have to use if you visit Japan."* Use a copy of a real department store directory. Show pictures of different items and ask students to say where they bought the item. They answer by reading the directory.

T: Nankai de kaimasita?
S: Ni kai de kaimasita.

6. Practice Hiragana.

Thursday, November 14, 1991

Material: Lesson 7A Application Exercise A

Props: Map drawn on board.

Worksheets: Student Worksheet on verb forms for various levels of politeness.

Description of Activities *Teacher Notes*

---

1. Complete any left over exercises from Wednesday.

2. Review: doko de tabemasita?
doko de teepu de kikimasita?
doko de konpyutaa o tukaimasuka?
etc.

3. Application Exercise 1A: Show the map on the board.
(a) Move a person from point 1 to point 2, saying:

X-san wa (point 2) made ikimasita.

(b) In order to ask where a certain person is:
X. friend
Y. a member of your in-group
Z. a member of your out-group

Use the correct verb forms:

X-san wa doko ni ikimasu ka?
Y-san wa doko ni orimasuka?
Z-san wa doko ni irassyaimasuka?

Ask students to state the "rule" for this exchange prior to performing it (i.e., who is in in/out group; polite forms and so on.) and to pay **Selective attention (Pointoshuuchuu)** to what this task requires of them. Link the nature of the task to what requires selective attention. Have students use their own maps and do this as a pair practice.

(c) For another pair practice, the students can use the same maps and using new vocabulary, ask where certain objects are:

A: Kissaten wa doko desu ka?
B: Taisikan no tonari desu.

4. Do Application A2 as usual.

5. Before doing Application A3, explain to students that they can use **Pointoshuuchuu** for classifier and number -if you can't catch the number, use **Ansyoo** to hear it again.

eg.:

S1: Kore kara, depaato e itte kimasu/marimasu.
S2: Zyaa, warui desu kedo, kuroi boorupen (o) **san-bon**-hodo katte kite kudasaimasen ka?
S1: **San-bon** desu ne? Hai, ii desu yo. Itte kimasu/marimasu.
S2: Itte (i)rrasyai(mase)

6. Do hiragana Exercises.

7. Hand out **imagery** worksheet, and go over instructions. Read the attached teacher script.

Name:______________________________ Date:____________

STUDENT WORKSHEET ON IMAGERY AND POLITE FORMS

You can use **imagery** to help you remember the uses of the polite verb forms in Japanese.

Instructions: Listen to the teacher as she reads each sentence. When you hear the verb form, think about what form of politeness it is showing.

> If it is directed at a member of one's out-group, draw an arrow pointing up. ↑
>
> If it is directed at a member of one's in-group, draw an arrow pointing down. ↓
>
> If it is a normal form, draw an arrow pointing to the side. →

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Teacher's script for worksheet on imagery and polite forms:

1. Nisida-san wa irasyaimasen ka?

2. Emi-san wa imasu ka?

3. Ima, itte marimasu.

4. Kare wa tyotta orimasen ga.

5. Sugoi presento o itadakimasita.

6. Tanaka-san wa asita mata ano hoteru ni irassyaimasu.

7. Gakusee wa imasu ka?

8. Itte kimasu.

9. Sensei wa gohan o tabemasita ka?

10. Zyaa, sore o kudasaimasen ka?

(feel free to change any of these that are not appropriate to what they've learned.)

Monday, November 18, 1991

Material: Lesson 7B CC 1 & 2; p. 182 drills C, D.

Props: none

Worksheets: none

Description of Activities	*Teacher Notes*

1. Go over and check CCs.
2. Do drills C & D
3. Tell students they need to use **Personalization** in practicing the CCs. For this pair practice: give students the following situation to act out:

   "You are going to study tonight with your classmate. Ask directions to their house. When you ask, use the polite word, otaku, when you answer, use the humble word, uti. While getting directions on how to get to the house, ask what is the best way to go; by taxi, foot, Metro (tikatetu), or bus. If you're giving directions offer to draw a map."

Tuesday, November 19, 1991

Material: Lesson 7B CC 3 & 4; p. 183-4 drills F,G,H,N

Props: Pictures of foods, movies, various objects to buy, etc. for drill H

Worksheets: none

Description of Activities *Teacher Notes*

---

1. Go over and check CCs.

2. Do drills F, G, and H.

3. After doing drill H, bring out pictures of objects, and give them to pairs of students. Tell them to use the props for **Bamen Zukuri**, to practice the new phrases in a real-life context. They should ask each other what they should watch, buy, make, or eat. Have each pair demonstrate one of their interchanges in front of the class.

4. Do drill N.

Wednesday, November 20, 1991

Passenger card (1):
You want to go to the Budokan. Tell the driver to go three blocks then turn left, and go one block.

Passenger card (2):
You are in a hurry to get to the movie. Tell the driver to go four blocks then turn right, and go one block, and turn left.

Passenger card (3):
You want to go to the American Embassy. Tell the driver to go two blocks then turn right, and go one block, then make a U-turn.

Wednesday, November 20, 1991

Material: Lesson 7B; p. 184 drill O, Appl. Ex. A & Utilization

Props:

Worksheets:

Description of Activities *Teacher Notes*

---

1. Do drill O. Remind students that they might not have their directions followed exactly in a taxi in Japan. Ask for their ideas about what they might say when they run into difficulty getting their directions followed in English. Tell them this is **Using What They Know** already in English, and applying it to what they want to say in Japanese. When they come up with an expression you think they can say in Japanese, tell them how to say it.

2. Application Exercise A3, p. 185. Place two chairs in the middle of the semi-circle. Have two students sit in the chairs and take on the roles of "Taxi driver" and "Passenger". Give them each a card with instructions on (1) where they are trying to go, and (2) how the trip can be made more difficult.

   Taxi Driver card (1):
   You are hard of hearing. Make the Passenger repeat everything twice.

   Taxi Driver card (2):
   You don't like to do anything abruptly. When the Passenger tells you to turn, you go past the turn, so s/he has to give the directions again, coming from the other direction.

   Taxi Driver card (3):
   You think right turns are dangerous. Refuse to make any right turns, or U-turns. Say "It's dangerous."

Wednesday, January 15, 1992

Material:	Review of previous lessons, Lesson 9A CC 1-4
Props:	Flashcards with names of Learning Strategies
Worksheets:	Worksheet 14 - Review of Learning Strategies
Objectives:	To refresh students' memories of **Syuutyuu** and to apply **Genzituka** (Personalization)

Description of Activities *Teacher Notes*

---

1. Tell students:

   "Over the past semester we talked about strategies that would help us to improve our learning of Japanese. Do you remember the first one we talked about?" (wait for student response) *"It was* ***Syuutyuu*** *(Directed Attention). Can you tell me how to use that strategy?"*

   Possible answers are: Keeping focused on the task; Listening carefully; Avoid distractions; Keep your attention on the task at hand. Hold a brief discussion and ask students to give examples of when the strategy has been the most useful to them. Take note of any examples that you think could be used in future lessons.

2. After going over the variation on CC 4, in which a known person's name is substituted for the name in the book, tell the students:

   "When we change the name to someone we know, or to our own name, it's a kind of ***Bamen Zukuri****. This is called* ***Genzituka****, or* ***Personalization****. When you prepare CC 6 for tomorrow, change the name Tanaka to the name of one of your classmates. The purpose of* ***Genzituka*** *is to help you remember material through this personal connection in your mind."*

Wednesday, January 15, 1992 (p. 2)

3. Hand out the Worksheet with the review of learning strategies and explain that this is for the benefit of students who are new to the section.

Student Worksheet 14

REVIEW OF LEARNING STRATEGIES

In the past semester, this section has practiced new material in Japanese through the use of learning strategies. These are techniques that you can use to improve your learning of Japanese. The research study that this section is involved in will help both you and future students of Japanese.

This semester, we will continue to practice learning strategies with the new material we are learning, and this will help you with both your speaking and writing skills.

As you are learning these strategies, try to evaluate your own approach to learning. Ask yourself:

* What do I have the most trouble remembering?

* What do I do to recall it?

* What is easy for me, and why is it easy?

* Is the strategy being taught geared to the way I learn?

If it isn't, then feel free to eliminate it from your repertoire, and only include the strategies that you feel comfortable in using. An important thing to remember is that everyone has their own individual approach to learning, and we all can use different means to get to the same ends.

When you do find that a strategy fits into your personal approach, then don't reserve it for class time alone. Practice it at home too, or when you're doing your work in the lab.

STRATEGIES LEARNED IN FIRST SEMESTER

1.	しゅちゅう	**Syuutyuu (Directed Attention)**: Deciding in advance to pay attention to a learning activity and to ignore distractions.
2.	ポイントしゅちゅう	**Pointosyuutyuu (Selective Attention)**: Deciding to pay attention to specific aspects of a listening or reading activity, such as key words or special topics.
3.	ばめん づくり イメージ げんじつか	**Bamen Zukuri (Contextualization)**: Linking new information to what you already know or to personal experiences; linking new vocabulary to real objects; making a picture in your mind of the new vocabulary or information. The means of contextualization include: **Imeezi (Imagery)**, which is forming a specific mental image to help remember new material, and **Genzituka (Personalization)**, or making personal associations with the use of the new material.
4.	なかまわけ	**Nakamawake (Grouping)**: Grouping vocabulary words that go together in some way to make them easier to remember; remembering words or other information based on previous groupings.
5.	あんしょう	**Ansyoo (Silent Repetition)**: Letting the sound of the last sound to enter your ears echo, or playback, for a few seconds after hearing it, in order to gain more time in which to process the information and understand it fully.
6.	チェック	**Chekku (Questioning)**: Asking for confirmation that you have correctly understood another's speech; a way of showing your understanding of what has been addressed to you without committing yourself to a response immediately.
7.	よき	**Yoki (Predicting)**: Using what you know about social situations to predict what will be said in a particular exchange and to anticipate what might be asked of you in discussion of a given topic.

Thursday, January 16, 1992

Material: Lesson 9 A, CC 5-6; Drills C, D, G, I
Props: Picture Cards to accompany Drill I
Worksheets: None
Objectives: To reinforce the use of **Genzituka** and to introduce the dictionary form of verbs, using **Grouping.**

Description of Activities *Teacher Notes*

---

1. Remind students before they do CC 5 & 6 that they can use **Genzituka**(Personalization):

   "Try to always think of ways to personalize material that you are practicing. For instance, you can use your own name when you are acting out CC's. When you are doing these drills on the direct form of verbals, you should use only the form that's appropriate for your gender. When you are practicing the polite verb forms you should imagine that you are speaking to someone who is actually your superior, and with the direct forms, keep in mind that you are speaking to a classmate, who is your equal."

2. Have students look at picture cues to practice Drill I, which requires them to talk about how something was one way before, but is another way now.

   Ask students:

   "What do we call this technique, where we use pictures or real objects to practice new material?"
   (Bamen Zukuri or **Contextualization)** "

Thursday, January 16, 1992 (p. 2)

3. Introduce the dictionary form of the verb, using the hiragana chart. Explain the way to move from one point in the chart to another in order to find the right CV sequence for each verb.

Then, group the three verbs forms together. Have students listen to you read a list of verbs, and check a column for ru-, u-, or irregular verbs. Then tell them:

"You have done ***Nakamawake (Grouping)*** *with these verbs. Try to review these groups frequently to keep them clear in your mind."*

Tuesday, January 21, 1992

Material:	Lesson 9 A (Drills J,K, & L) App. Ex. a, p.234
Props:	Flashcards that have particles **made**, **kara** and **ni** and mnemonic images on them; pictures of items that have changed in appearance or price or some other attribute.
Worksheets:	None
Objectives:	To introduce the pattern **made ni** (wa) through the use of **Imeezi** **(Imagery)**; to practice the pattern of **Verb + naru** through the use of **Bamen Zukuri (Contextualization)**.

Description of Activities *Teacher Notes*

1. In doing Application Exercise (p.234) students must ask questions aboiut other members of their group and answer the questions using **desyoo**. They use the direct style. Before doing this exercise, tell students:

   "When you practice by talking about people you know, you're using a type of **Bamen Zukuri** *that we call* **Genzituka**, *or* **Personalizaiton**. *You are learning to use the language realistically."*

2. Introduce **made — ni** structure by comparing to the other uses of **made** and **ni** independently. Use flashcards with visual clues as to the meanings of these different combinations of the two particles. Tell students:

   "We have talked briefly before about using Imagery, now let's give this strategy the Japanese name: "Imeezi." This one should be easy for you to remember. We are using **Imeezi** *when we associate specific images with material we are trying to learn. These can help us to have a stronger memory of the material."*

   Continue by showing the flashcards and explaining the images for each set of particles.

Tuesday, January 21, 1992 (p. 2)

3. Before doing conversation practice (#5), wherein teacher asks students about another student, and then students ask each other the question in direct style, tell students:

   *"Remember to use **Genzitsuka**, personalization, for this type of practice; use the appropriate style for the person you are talking to."*

Wednesday, January 22, 1992

Material: Lesson 9 B CC 1-3, Drills A, E, F, G
Props: Picture cards for Drills A & B; Role Play Cards
Worksheets: None
Objectives: To reinforce the use of **Genjituka** and to apply **Bamen Zukuri** to the new structures through role plays based on the CCs.

Description of Activities *Teacher Notes*

---

1. Before asking for the CCs to be acted out, remind students to use **Genjitsuka** while performing the CCs.

2. After the CCs have been done and the drills have been practiced, have the students do a role play using the cards. Remind them that this is a form of **Bamen Zukuri**, or **Contextualization**.

Thursday, January 23, 1992

Material: Lesson 9B CC 4 & 5
Props: Pictures with before/after characteristics for **ni...naru** practice
Worksheets: Student Worksheet 15, **Imeezi** and the differences in style.
Objectives: To reinforce the awareness of differences in style through **Imeezi**, and to remind students of the proper use of **Chekku**.

Description of Activities *Teacher Notes*

---

1. After the CC check, hand out the worksheet, asking students to listen to your sentences and to circle the hand showing which relationship is shown between the speaker and hearer. Tell them:

   "You have been learning about the different ways to talk to people, depending on the social relationship between yourself and your hearer. Today I'd like to ask you to try to visualize the social relationships as you hear different sentences spoken. This is the use of **Imeezi** to strengthen your understanding and memory of the correct style for different situations."

   (Teacher script on following page.)

2. Using before/after picture cards, review the **ni...naru** structure.

3. When doing Drill H, remind students of the use of **Chekku:**

   "We have done something like this before - we ask a short question after something is said to us, before we actually respond to the statement or question. This gives us time to process the information or question, to be sure of the topic, and to think of our response. You can use ***Chekku*** *whenever you need to make certain of what someone is saying to you."*

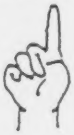
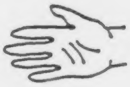
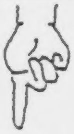
   Explain what part of the sentence to repeat when doing ***Chekku***, then have students do Drill H.

4. Finish the role plays if they were not completed yesterday.

Student Worksheet 15

イメージ

Instructions: Listen to the teacher's sentences. Close your eyes and imagine the social relationship between the speaker and hearer, as symbolized in the hand images below. Then look at the choices given for each item and circle the appropriate one.

	Honorific	Distal	Humble
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Week 16

Lesson 9 - 10

Monday, January 27	Tuesday, January 28
Lesson 9B, Application Exercises 1-3. **Genzituka, Bamen Zukuri**, and **Imeezi**.	Lesson 9b, Utilization. Students choose strategy.

Wednesday, January 29	Thursday, January 30
Lesson 10 A, CC 1-2, Drills B,D, & E. **Bamen Zukuri, Genzituka** with family names and kinship terms.	Lesson 10 A, CC 3-4, Drills I,K, & N. **Imeezi** & hiragana chart; **Genzitka** & personalized dialogues, using Classroom Worksheet 16a.

Monday, January 27, 1992

Material: Lesson 9B, Application Exercises 1,2, & 3, p.250
Props: For A1: Cards with writing in Chinese, Japanese, French, Spanish, German.
For A2: Schedule chart for three people in class
For A3: Three pictures of a traffic signal with different colors highlighted.
Worksheets: None
Objectives: A1: To use **Genzituka** (personalization) in a discussion of language skills
A2: To reinforce the use of particles through **Bamen Zukuri** (contextualization)
A3: To review the use of **ni...naru** with picture cards, and thus to reinforce the use of **Imeezi** (imagery).

Description of Activities *Teacher Notes*

---

1. For Application A1, begin by telling students:

   "We have read in our text and practiced how to compliment someone on their language skills. Today we are going to use ***Genzituka*** *to talk about your own language skills."*

   Show students cards with various languages written on them. Ask if students can read them. Comment on their language skills when they can.

2. For Application A2, write a chart with the names of three class members, and interesting activities for each day of the week, such as Monday - bought a CD at Tower Records, Tuesday - watched a Japanese movie, Wednesday - had a birthday party, etc. Ask students quesitons about the activities of their class mates, and have them answer with the tentative predicate. Explain that the exercise they have completed used the strategy **Bamen Zukuri**.

2. For Application A3, show a picture of a traffic signal, and ask what color the light has changed to, using the --**ni...naru** structure. Remind students that this kind of **Imeezi** can help them to remember the color names, as well as the grammatical structure.

Tuesday, January 28, 1992

Material: Lesson 9B, Utilization (p.251); Reading Ex. 9B
Props: None
Worksheets: None
Objectives: To have students decide what strategy to use for an exercise.

Description of Activities	*Teacher Notes*
1. When doing the utilization exercise, ask the students to tell you what strategy they would use, either in general or for a specific item of the exercise. Perhaps they will say they are using **Contextualization**, or **Personalization**.	

Wednesday, January 29, 1992

Material: Lesson 10A, CC 1-2, Drills B,D,E
Props: Family tree chart, pictures of children w/ages or birthdays noted.
Worksheets: None
Objectives: To have students use **Bamen Zukuri** and **Genzituka** in the practice of CCs

---

Description of Activities *Teacher Notes*

---

1. For CC 1 - 2, have students repeat and change the dialogues according to the picture cues you show them. For this activity and/or for the activity in which you explain the family tree and kinship terms, remind them that this is **Bamen Zukuri**, or ask them what strategy they are using when you use the picture props.

2. When students perform the CCs, have them use **Genzituka** by using their own family names, and names of younger siblings or relatives.

Thursday, January 30, 1992

Material: Lesson 10A CC 3-4, Drills I,K,N
Props: Hiragana chart
Worksheets: Classroom Worksheet 16a, **Genzituka**
Objectives: To apply **Imeezi** to the use of a hiragana chart; to give students practice making personalized dialogues.

Description of Activities *Teacher Notes*

---

1. When showing the hiragana chart, mention that sometimes **Imeezi** can help us to recall the material that we need to conjugate the different verb forms. In this case, what we are doing is asociating the image of the hiragana chart with the sound changes within the verb. For example, the plain-form verb, **kaeru**, has the sound **ru**, which is on the middle line of the hiragana chart. If we want to make the verb distal-style, we have to go up on the chart, since we are talking to someone who is above us socially. We go up to the sound **ri**, and make the new verb form; **kaerimasu**.

2. Classroom worksheet 16a: have students make pairs and produce their own dialogues, write them on the worksheet, and perform them in front of the class.

****

Classroom Worksheet 16a - Genzituka

****

NAME:______________________________________DATE:______________________

Instructions:

Find a partner to work with. Together, think of a situation you may be in where you would ask your partner if they are going to go to an event. It could be a party, a class, a lecture, a club meeting, or whatever, just so it's something you might really go to. Then you will say that your partner didn't go another time, and they will say that they did. Finally, you will say that the partner **did** go. Be sure to use the form of verb that's appropriate for your gender and your relationship to your partner. You should try to write in hiragana if possible.

(A)_____________:____

(B)_____________:____

(A)_____________:____

(B)_____________:____

(A)_____________:____

(B)_____________:____

When you've finished writing your conversation, practice it so you can say it without looking at the paper, and perform it for your classmates.

Week 17

Lesson 10 B

Monday, February 3	Tuesday, February 4
Practice kinship terms using **Genzituka** and **Bamen Zukuri**. Perform role plays using **Pointosyuutyuu**.	No Strategy Instruction - Oral Interviews.

Wednesday, February 5	Thursday, February 6
Introduce new vocabulary, nationality terms, and the progressive verb tense, using **Genzituka** and **Bamen Zukuri**.	Make a distinction between **ni** and **kara**, using a strategy of the students' choice. Use **Acting it Out** to simulate a party situation.

Monday, February 3, 1992

Material: Lesson 10 A, Application Exercise A; Drills L,P, & O.
Props: Chart of a family tree, a menu in Japanese
Worksheets: None
Objectives: To reinforce the use of appropriate kinship terms, and appropriate style of speech, using **Bamen Zukuri**, **Pointoshuutyuu**, and **Genzituka**.

Description of Activities *Teacher Notes*

---

1. For Application Exercise A, give students copies of a family tree chart, drawn for a couple of imaginary Japanese families, with ages and names indicated. Pointing to certain members of the family, ask students questions about the ages of their own family members. After these questions, ask students if they know what strategy they have been using, by talking about their own families. They should say **Genzituka**, or personalization.

2. Discuss the families shown on the chart. Ask questions about the ages and names of the family members. Then, mention that this is using the strategy **Bamen Zukuri**, or contextualization.

3. Ask students to perform various role plays, paying attention, using **Pointoshuutyuu,** to the right style for the situation and participants. Role play suggestions:

Card 1a: You are a teacher. You are unhappy that a student has come into class late. Ask why s/he was late and say next time s/he should be at class by 10:00.

Card 1b: You are a student. You have come to class late because there was an accident. Explain this politely to your teacher and apologize for being late.

Monday, February 3, 1992 (p. 2)

Card 2a:	You are a customer in a restaurant. You don't like Japanese food very much. Discuss what to order from the menu with your friend, and then tell the waiter what you want.
Card 2b:	You are a customer in a restaurant. You like Japanese food a lot. Discuss what to order from the menu with your friend, and then tell the waiter what you want.
Card 2c:	You are a waiter/waitress in a nice restaurant. You are very humble and polite to your customers. Take their order and thank them for coming to the restaurant.
Card 3a:	You are a secretary in an office. When someone comes in you must ask them when their appointment is, and let your boss know the person has arrived.
Card 3b:	You are visiting an office and have an appointment to se Mr. Tanaka. You are 15 minutes late because the train was late. You are supposed to meet Mr. Tanaka at 9:00.

Wednesday, February 5, 1992

Material: Lesson 10 B, CC 1-2, Drills B,C,D, & G
Props: Pictures of famous people, pictures of various actions (for progressive tense of verbs)
Worksheets: None
Objectives: To introduce new vocabulary, nationality terms, and the progressive verb tense, using **Bamen Zukuri** (contextualization) and **Genzituka** (personalization).

Description of Activities	*Teacher Notes*
1. After doing the CCs, use pictures of famous people to introduce new vocabulary, relating to getting married or divorced (a recently married movie star, and a divorced person); wife, husband, to know.	
2. Discuss students' nationalities, possibly also using some pictures of famous people for talk about how to say the various nationalities. Remind students that this is the use of **Bamen Zukuri**.	
3. Show pictures of people performing various actions, and discuss them using the present progressive form of the verb. Then, ask the students what they were doing yesterday at 8:00 p.m., using the past progressive tense of the verb. After this, mention that this is the use of the strategy **Genzituka**.	

Thursday, February 6, 1992

Material:	Lesson 10 B, CC 3-4, Drills H, I, J
Props:	Cards with actvities pictured for review of progrssive tense; cards for "Party" simulation with identities, ages, nationalities, etc. written on them.
Worksheets:	None
Objectives:	To distinguish between **ni** and **kara** usage through the strategy chosen by the students; to practice saying personal information by **Acting Out** a situation.

Description of Activities *Teacher Notes*

---

1. Discuss the difference between **ni** and **kara**, based on the grammatical explanation on p. 282. Ask students what strategy they might use (either one that has been taught or one of their own creation) to help them remember this distinction. They might come up with **Pointosyuutyuu**. Another possibility is **Imeezi** - looking at the shape of the hiragana for **ni**, one can see the English word "to," while lookign at the hiragana for **kara**, one can imagine the word "from." Ask if this type of association is helpful to the students.

3. Tell students they are going to have a little "party" now, and they will be assuming new identities for it. Give each one a card with a name, age, marital status, and an activity written on it. Then, have them fill out Student Worksheet 18 as they circulate around the room asking each other who they are, and getting information about each other. This is using the strategy of **Acting Out** a situation.

Week 18

Lesson 11

Monday, February 10	Tuesday, February 11
Practice discussing marital relationships, age, and nationality, using **Chekku** (Questioning).	Review the progressive tense of verbs using **Bamen Zukuri** (contextualization), and Acting it Out.

Wednesday, February 12	Thursday, February 13
Review the use of **Yoki** (Prediction) and apply it to the CCs.	Practice the V + -tai form using **Genzituka** and the classifiers for people using the strategies **Ansyoo** & **Pointosyuutyuu**.

Monday, February 10, 1992

Material: Lesson 10 B, Utilization (p.288); Reading Exercise 10B
Props: Family tree chart from previous lesson; pictures of famous people from around the world
Worksheets: None
Objectives: To have the students practice discussing marital relationships, age, and nationality, using **Chekku** (Questioning).

Description of Activities *Teacher Notes*

---

1. Show the family tree chart and have the students answer questions about the family using the new kinship vocabulary. When asking the questions, encourage students to use **Chekku** before they give their answer. For example:

T: "A-san to B-san wa kekon site iru?"
(Are A and B married?)

S: "Dare to dare?"
(Who and who?)
or:

T: "Tanaka san no goshujin wa dare?"
(Who is Mrs. Tanaka's husband?)

S: "Dare no goshujin?"
(Who's husband?)

As you go through the rest of the exercise, help the students to use the appropriate level of formality in doing **Chekku**. They should ask each other a few questions in order to have the opportunity to use the less formal style of **Chekku**.

Monday, February 10, 1992(p. 2)

2. Show the pictures of famous people and have the students ask each other questions about them, then use **Chekku** to be certain of the topic of the question. For example:

S1: "Maikaru Zakusan wa kekkon site imasu ka?"
(Is Michael Jackson married?"

(Chekku) S2: "Kekkon site imasu?"
(Married?)

S1: "Soo desu."
(That's right.)

S2: " Mada."
(Not yet.)

Tuesday, February 11, 1992

Material: Lesson 10 B, Drills I, K, L, & Application Exercise A, p.286
Props: Small papers with activities in English written on them
Worksheets: None
Objectives: To review the progressive tense of verbs using Bamen Zukuri (contextualization), and Acting it Out.

Description of Activities *Teacher Notes*

---

1. Have students draw a paper from a pile. They have to perform the action or mime it if necessary. The other students have to say what the first student is doing, using the progressive tense.

Wednesday, February 12, 1992

Material: Lesson 11 A, CC 1-2, Drills B, E, F, K
Props: Video of Core Conversations
Worksheets: Student Worksheet 18b & 18c
Objectives: To review the strategy **Yoki** (Prediction) and apply it to the CCs.

Description of Activities	*Teacher Notes*

1. After showing the video of the Ccs, discuss with the class how a conversation in reference to a topic such as family would be at least somewhat predictable.

   "The assumption behind this technique is that between cultures there are certain common themes and developments of talk about those themes. For instance, in a conversation about going out for dinner, the participant might talk about the kind of food they hunger for, the time they can go, and their budget limits. This is what you can **predict** *about the conversation. Knowing what's ahead will help you to be aware of the general topic of the conversation, and to selectively attend to the points you want to understand. Whatever the topic is, you can make some guesses about the upcoming content. Of course, you won't always be right. But as you become more familiar with Japanese culture, you will make more and more correct guesses."*

2. Hand out the worksheet on prediction. Explain that the students will first make predictions about CC 3. Without looking in their books, they should try to think of the words they will hear in relation to each question. When they have completed the first side of the worksheet, have them turn it over, and then play the tape for them. Ask them to fill in the answers to the questions as they listen (perhaps you will have to play the tape a second time.)

Wednesday, February 12, 1992 (p.2)

3. Tell the students they will now hear CC4 without the benefit of prediction. They will be asked questions about it after they have heard it once (or twice.) Hand out Worksheet 18c. When they have tried to answer the questions on CC4, ask them how they felt about the usefulness of **Yoki** - did using prediction help them to understand the CC better? If time allows, discuss other times when they can use prediction, or ask if they have tried to use prediction on their own when listening to the tapes.

Thursday, February 13, 1992

Material: Lesson 11 A, CC 3-4, Drills C, G, M, O
Props: Map of Japan
Worksheets: None
Objectives: To give students the chance to practice the V + -tai using **Genzituka** and the classifiers for people using the strategies **Ansyoo** and **Pointosyuutyuu**.

Description of Activities *Teacher Notes*

---

1. Show the map of Japan, and have the students repeat some names of cities as you point them out. Then, ask individual students to tell where in Japan they would like to go. Comment that this is the use of **Genzituka**.

2. Show pictures of groups of people and demonstrate how to use the classifiers; then tell students:

   "When we hear the classifier for people, either ***-ri*** *or* ***-nin****, we can expect to hear the number of people being discussed. Notice on the chart on p. 294 that the indigenous Japanese number system is used for the first two possibilities, which are used with* ***-ri****, for a single individual and a couple. We have uncommon words for these concepts in English, too. (single, couple) The rest of the pairs on the chart are regular; they use the Chinese-based counting system and the counter-suffix* ***-nin****. So when you hear the* ***-ri*** *ending, try to figure out whether what came before it was hito- or huta-. Use the strategy of Anysyoo we talked about before; listen to the echo in your mind that allows you to make a distinction between words a few moments after hearing someone's speech. You can also use*

Thursday, February 13, 1992

(2.) *Pointosyuutyuu: being aware of endings like -nin and -ri can help you to understand when someone is talking about groups of people; when you hear one of these endings listen for what is being said in relation to these people."*

Name:________________________________ Date:_________________________

* * *

Student Worksheet 18b - Yoki - Prediction

* * *

I. You will hear CC4 without the benefit of prediction. After you have heard it, you will be asked to answer these questions.

1.	What is A wondering about?	
2.	What is B's response?	
3.	Where do you think they are?	
4.	Around what time must it be when they are talking?	

II. Think about the difference between the two activities; listening with prediciton and without. Which was easier for you? Why do you think it was so?

Name:________________________________ Date:________________________

****

Student Worksheet 18a - Yoki - Prediction

****

I. The topic of CC3 is vacation plans. Someone is asking a woman about her plans for vacation. In the spaces below, make your predicitons about what will be said.

Yoki

	Words I might hear that would answer the question:
1. Where do you think she will go?	
2. How many people are going?	
3. Who else is going?	
4. How do you think the vacation will be?	

II. Listen to the tape. Try to answer the questions by using **Pointosyuutuu**, listening selectively for the words that you predicted or for similar types of words.

1. Where does she plan to go?	
2. How many people are going?	
3. Who else is going?	
4. How does her friend think the vacation will be?	

Week 19

Lesson 11 A & B

Monday, February 17	Tuesday, February 18
Holiday - Presidents' Day	Activities from Thurs. Feb 13 - snow day .

Wednesday, February 19	Thursday, February 20
Activity on conversational fillers.	Nakamawake - Semantic Mapping with the family terms, using Worksheet 19a.

Monday, February 17, 1992

Material:
Props:
Worksheets:
Objectives:

Description of Activities *Teacher Notes*

NO STRATEGY INSTRUCTION - PRESIDENTS' DAY

Tuesday, February 18, 1992

Material: Lesson 11 A - Application Exercise, Drill L, p. 304
Props: Props from 2/13
Worksheets: None
Objectives: To use **Cooperation** in making up complex statements.

Description of Activities *Teacher Notes*

---

1. Complete the activities given for Thurs. Feb. 13 - snow day.

2. Have students make groups and do App. Ex. 2. Tell them they should help each other make up complex statements using two of the three expressions: **-te**, **kedo**, or **kara**. Then the person who wrote down the sentence asks questions of the group about the content of their statement. They will be using **Cooperation**, but we will introduce this strategy later.

Wednesday, February 19, 1992

Material: Lesson 11 A Applications 1 & 2
Props: Flash cards with conversational fillers written on them.
Worksheets: None
Objectives: To encourage students to use more fillers in their conversation, in order to sound more like a native speaker.

Description of Activities *Teacher Notes*

---

1. Ask the class:

"When you're talking in English, do you ever have to stop to think, but you don't want the other person to start taking their turn yet? What do you say? (Get responses, such as uh, umm, let's see...) If you want to seem more natural when you're speaking Japanese, you can do the same kind of thing, only with the sounds that Japanese speakers make. Can you tell me any of them?"

Elicit the fillers that have been studied, and show how they are written in hiragana by using the flashcards. Then, have students do Application Exercise 3, and use the fillers as much as they can.

Thursday, February 20, 1992

Material: Lesson 11 B CC 1 & 2
Props: None
Worksheets: Student Worksheet 19a - Kazoku - (Families) - **Nakamawake - (Semantic Mapping)**
Objectives: To help students to learn the new kinship terms, through the strategy of **Grouping (Semantic Mapping)**

Description of Activities *Teacher Notes*

---

1. After going over the new kinship terms, and reviewing the old ones, hand out Student Worksheet 19a, and explain:

   "You have done Nakamawake (grouping) before with your new words. Today, we are going to do a special kind of Nakamawake, putting together words that are used in the same way and that deal with the same topic. We have now learned many new words for members of families. You know that all the words for family members have two forms, depending on the group you are taking to or about. On this worksheet, one side shows a family tree for your family. Fill in the boxes with the names of your family members in Japanese. Use the in-group names, like Ti-ti, ha-ha, etc. Then turn it over, and fill in the Japanese names for members of the Omori family. For these, you will be using the out-group terms, like Okaasan, Otoosan, etc. The purpose of grouping terms in this way is to make strong connections in your mind between the use of words and their meanings."

   Ask students to write the terms in Hiragana if they are able to, and to bring the worksheet back on Monday, to be checked.

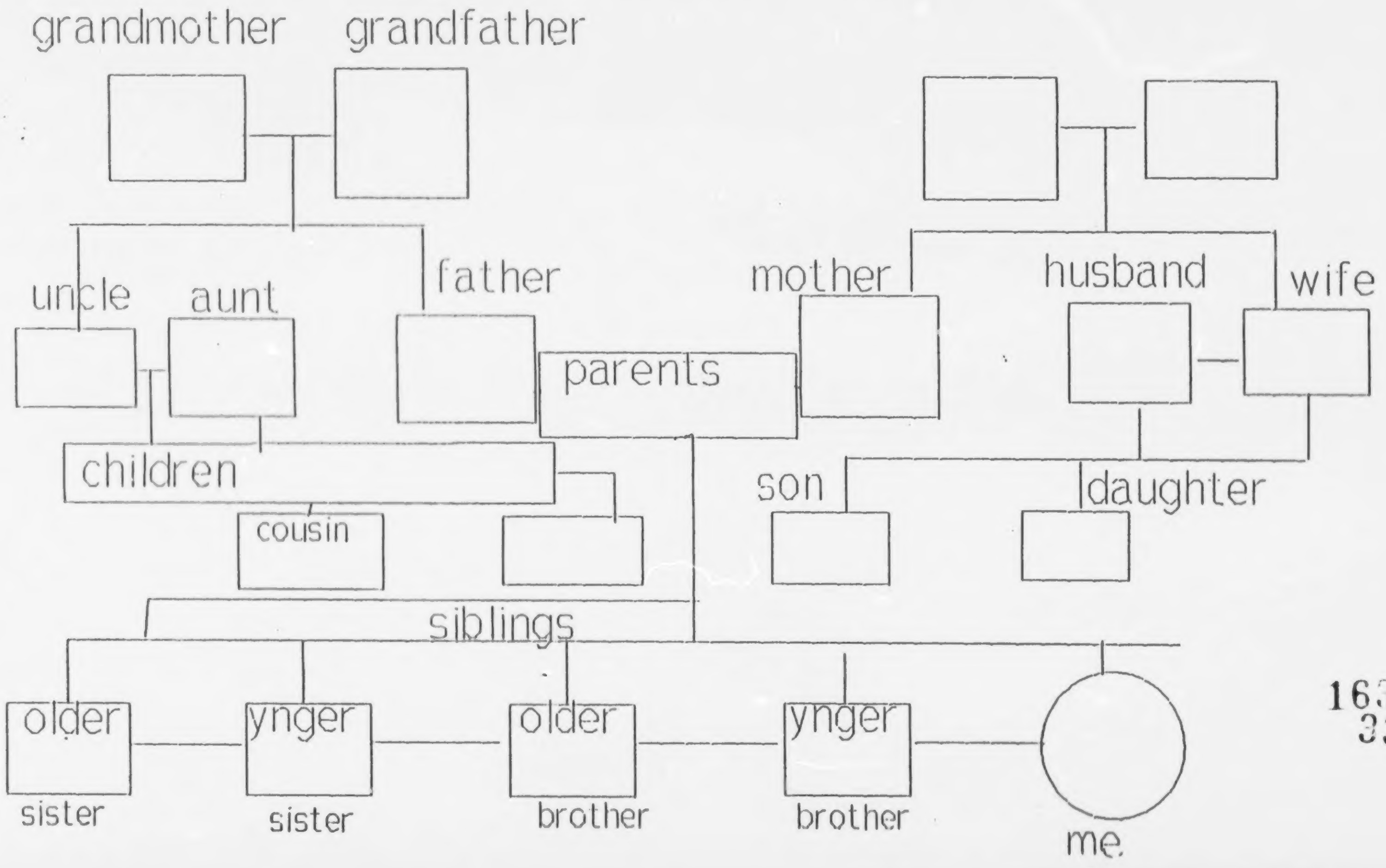
Name:____ Date:______________

****

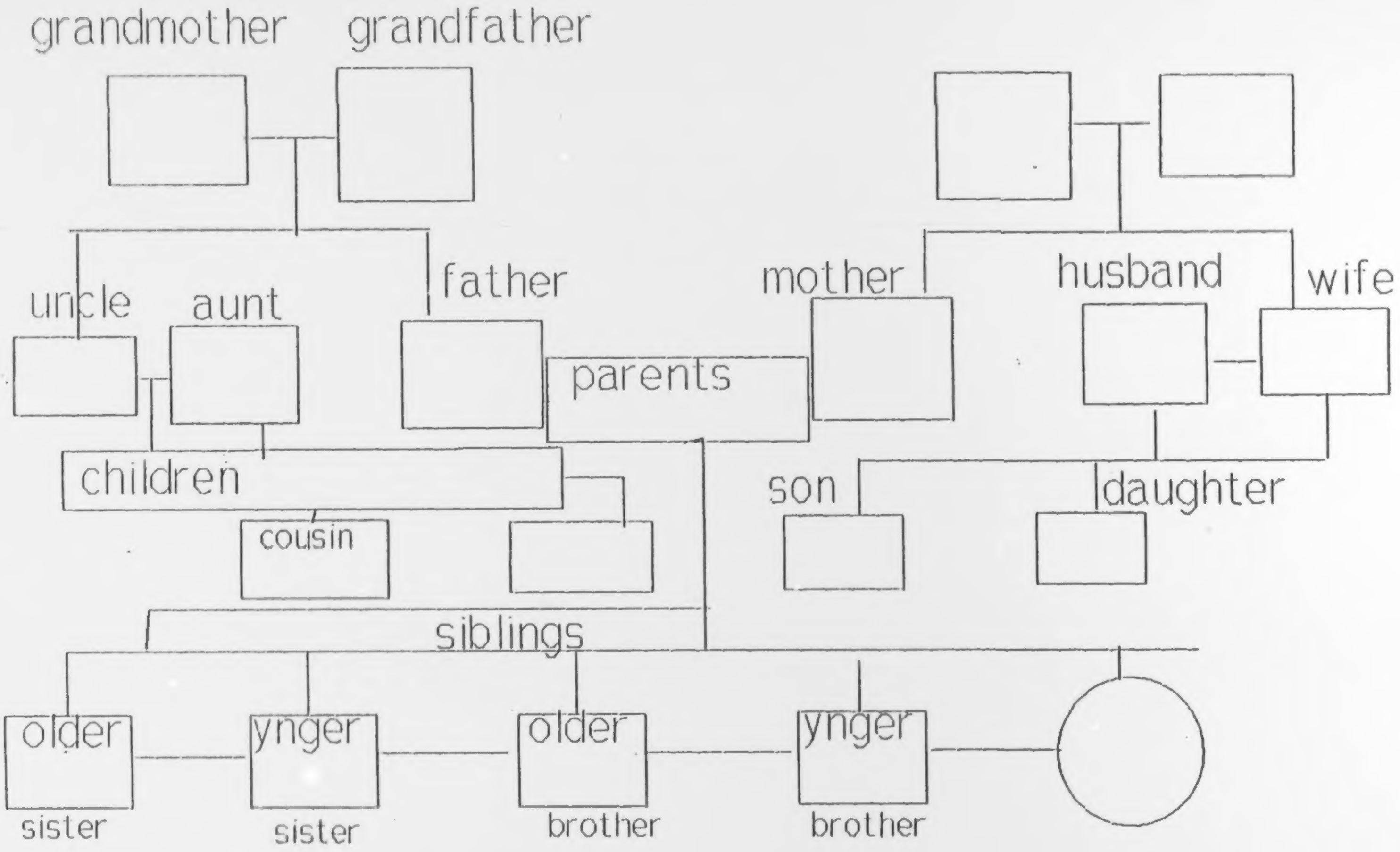
Student Worksheet 19a - Kazoku no Nakamawake

****

Instructions: Write the Japanese titles for YOUR family members on this page, in the boxes corresponding to their relationship to you (you're the circle at the bottom right). Then turn the page over and write the Japanese titles of the members of the OMORI family.


grandmother
grandfather
uncle
aunt
father
mother
husband
wife
parents
children
son
daughter
cousin
siblings
older
ynger
older
ynger
sister
sister
brother
brother
me

OMORI NO KAZOKU


grandmother
grandfather
uncle
aunt
father
mother
husband
wife
parents
children
cousin
son
daughter
siblings
older
sister
ynger
sister
older
brother
ynger
brother

Teacher

Week 20

Lesson 11 B & 12 A

Monday, February 24	Tuesday, February 25
MID-TERM EXAM	REVIEW OF FAMILY TERMS USING STUDENT WORKSHEET 20A.

Wednesday, February 26	Thursday, February 27
PEP TALK ON SYNTHESIS OF STRATEGIES AND REVIEW OF STRATEGIES.	APPLY STRATEGIES IN COMBINATION WITH EACH OTHER: **GENZITUKA, ANSYOO, BAMEN ZUKURI, AND CHEKKU.** USE STUDENT WORKSHEET 20B

Monday, February 24, 1992

Material: Lesson 11 B CC 3
Props: None
Worksheets: None
Objectives:

Description of Activities *Teacher Notes*

NO STRATEGY INSTRUCTION - MID TERM EXAM

Tuesday, February 25, 1992

Material: Lesson 11 B Application and Drills I & J
Props: Cards with identities on them for three families' members.
Worksheets: Student Worksheet 19a - Kazoku - Nakamawake (from last Thursday) and Student Worksheet 20a - Kazoku - Nakamawake Recall Game
Objectives: To reinforce the correct usage of family terms.

Description of Activities	*Teacher Notes*
1. Ask students to take out their family trees which they completed last Thursday. Collect the worksheets and hand them out in random order. Each student will then read a classmate's tree and describe the classmate's family.	
2. Hand out cards showing a family name, age, and gender. There will be three groups constituting three families in the class. The students must ask each other questions and find their respective families. Then choose a person from each family to introduce their family members (using the humble forms for the family terms.)	
3. Hand out the worksheet 20a, and ask students to keep their books closed. Then they should try to write down as many of the terms that they can remember. Make them quit after about 3 minutes, and go over the worksheet together, to see who could remember the most accurately. Have the "champions" stand up for applause.	

Wednesday, February 26, 1992

Material:	Lesson 11 B Utilization & Review
Props:	Strategy Cards for review
Worksheets:	None
Objectives:	To encourage the students to synthesize their strategy use, in order to do better on the Oral Interviews,

---

	Description of Activities	*Teacher Notes*
1.	Go over the definitions of the strategies, showing the appropriate flash card as you discuss each strategy with the class. Ask students to give examples of the times they use each strategy, and as they answer, try to focus on the ways they can combine their use of the strategies to improve their performance on the Oral Interviews.	

Thursday, February 27, 1992

Material:	Lesson 12A CC 1-2, Drills B,C,D,J & Review for oral ex.
Props:	Picture cards for the people and places in Drill C: child, hotel, baby, university, building, park, hospital, department store. Pictures of Japanese people for Drill E
Worksheets:	Student worksheet 20b on **Chekku/Ansyoo**.
Objectives:	To encourage students to apply strategies on combination with each other; specifically in this lesson: **Ansyoo**, **Chekku**, and **Genzituka**.

Description of Activities *Teacher Notes*

---

1. Go over CC's, and when checking them, have students use **Genzituka**, (Personalization), by giving an occupation they would like to have, and by giving their own telephone number.

2. Hand out worksheet 20b, which requires that students ask each other for specific numbers, and use the strategies **Ansyoo** and **Chekku**.

3. Do Drills C & E, showing the picture cards and possibly mentioning **Bamen Zukuri**.

4. Ask students to reflect on the activities they have done today, and tell you how they might be able to apply them to their oral interviews. Remind them that all their strategy use should help them on the interviews, whether or not they are using the strategy during the interviews.

Week 21

Lesson 12 A & B

Monday, March 2	Tuesday, March 3
Practice the use of "mata wa" and "dotira mo" using **Bamen Zukuri**.	Practice **Ansyoo** (auditory representation) with telephone numbers using Student Worksheet 21 (A and B versions) - Denwa Bangoo - Ansyoo

Wednesday, March 4	Thursday, March 5
Practice telephone conversations with realistic equipment (get from lab if possible?) and review the use of **Yoki** (Prediction) with the Core Conversations, using Student Worksheet 21C - Yoki (Prediction).	Apply **Pointosyuutyuu** to the distinctions between humble, honorific, and neutral verb forms. Practice Kanji by identifying the sounds in context and associating them with the written forms, using Student Worksheet 21D - Kanji no "BINGO!!"

Monday, March 2, 1992

Material:	Lesson 12 A CC 3
Props:	Maps of D.C. and East Coast for Drill N; pictures of items to choose from for Drill O
Worksheets:	None
Objectives:	To practice the use of "mata wa" and "dotira mo" using **Bamen Zukuri.**

Description of Activities *Teacher Notes*

---

1. After doing Drill N, expand on it by showing a map of D.C. and asking what to take (taxi or Metro) to get from Georgetown to the Capitol, for example. The student who responds should use "mata wa" in their answer. Then, have that students ask another student how to get to another place in the D.C. area.

   Continue with a map of the East Coast, asking how to get from D.C. to New York, or how to get from a student's hometown to D.C. Have students ask each other similar questions.

2. After doing Drill O, show a picture of one item, and another item, asking a question about them. The students should respond using "dotira mo." (both...) For example, pictures of two Japanese foods can be shown, and you can ask, "Is this one Japanese food or is that one Japanese food?" The student can answer, "They both are Japanese food." After a few examples, have students make up the questions and ask each other.

Tuesday March 3, 1992

Material:	Lesson 12 A Application & Utilization
Props:	None
Worksheets:	Student Worksheet 21 (A and B versions) - Denwa Bangoo - Ansyoo
Objectives:	To give students the chance to practice **Ansyoo** (auditory representation) with telephone numbers.

Description of Activities	*Teacher Notes*

1. For application A, p. 329, hand out the worksheet, being careful to give alternating students the "A" and "B" versions. Have them sit back to back, and ask their partners for the telephone numbers they lack on their own sheets. Tell them:

   "When you are given the phone number, don't write it down as you hear it. After listening to the phone number, use Ansyoo - play back the number in your mind, immediately after you hear it. Then write it down. In a real-life situation, you will be able to use this skill, Ansyoo, for the times when someone says a number too quickly for you to write it down - or when you hear a number on the radio, for example, and can't ask for a repetition."

Wednesday, March 4, 1992

Material: Lesson 12 B CC 1, Drills A, G, H
Props: Real telephones for contextualization of CC's
Worksheets: Student Worksheet 21C - Yoki (Prediction),
Objectives: To practice telephone conversations with realistic equipment (get from lab if possible?) and to get more practice using Yoki (Prediction) with the Core Conversations.

Description of Activities *Teacher Notes*

---

1. When going over the CC's have students use real telephones (to hear how the language they will have to understand is going to sound over a phone).

2. Before viewing CC's 2 & 3 on the tape, have students think about the conversations and make predictions on the worksheet. Then play the tape and see if they can answer the questions on the worksheet.

Name:_______________________________ Date:____________________

****

Student Worksheet 21 C - Yoki

****

Instructions: Before listening to the tape of CC 2 & 3, think about the conversation you are going to hear. In #2, someone is calling their professor at a university. What type of speech do you expect to hear? ____

I. Jot down any words you think you might hear in answer to these questions:

1.	What university did s/he call?	
2.	Whom does s/he want to talk to?	
3.	Where is the caller from?	
4.	Is the person called in?	
5.	What will the caller do?	

II. Now listen to the tape. Answer the questions if you can. If not, listen again.

1.	What university did s/he call?	
2.	Whom does s/he want to talk to?	
3.	Where is the caller from?	
4.	Is the person called in?	
5.	What will the caller do?	

III. Have you used this technique of predicting at home when you listen to the audio tapes? Does it help you? If you haven't used it on your own yet, give it a try, and see if it works for you.

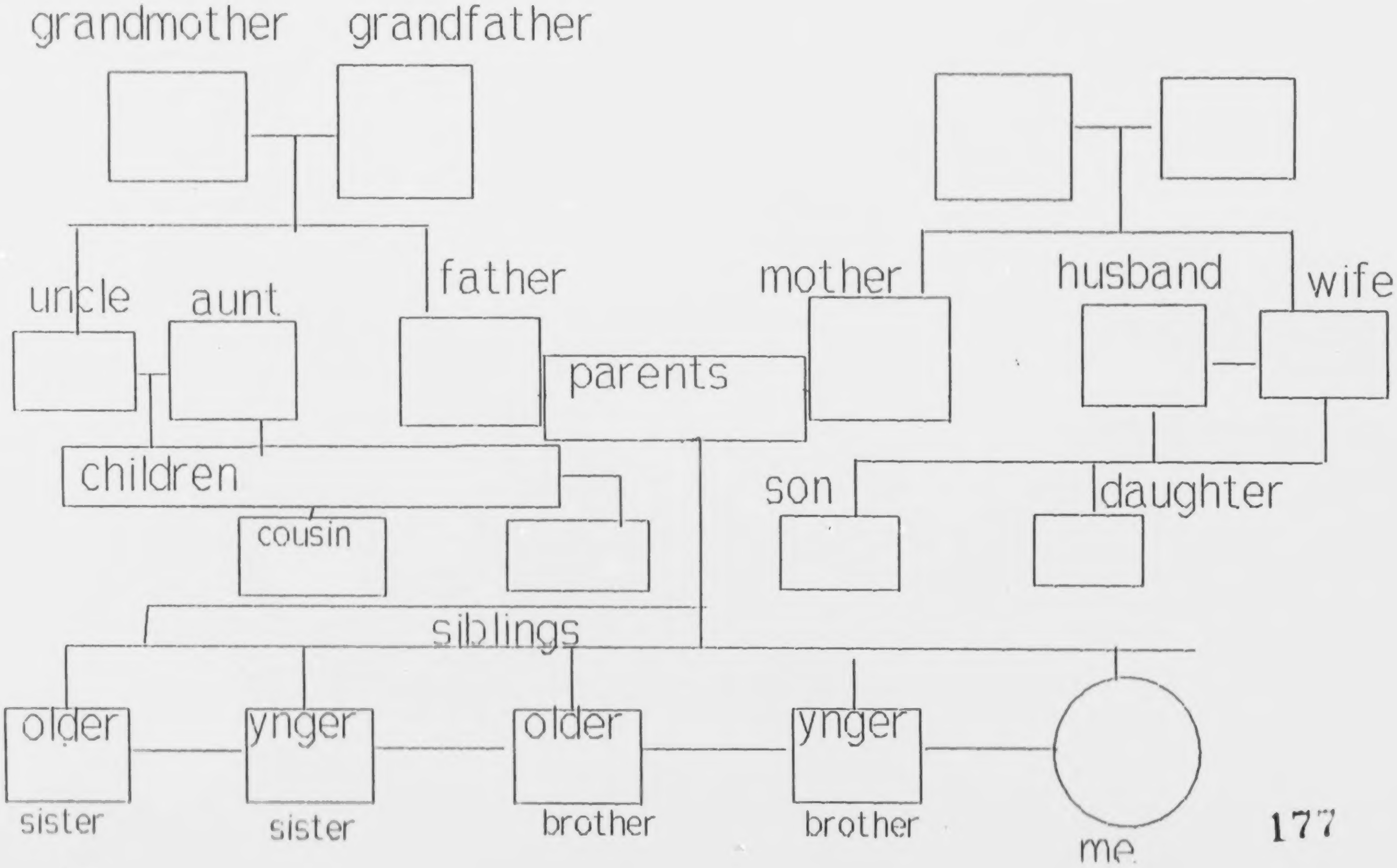
Name:____ Date:______________

****

Student Worksheet 19a - Kazoku no Nakamawake

****

Instructions: Write the Japanese titles for YOUR family members on this page, in the boxes corresponding to their relationship to you (you're the circle at the bottom right). Then turn the page over and write the Japanese titles of the members of the OMORI family.


grandmother
grandfather
uncle
aunt
father
mother
husband
wife
parents
children
son
daughter
cousin
siblings
older
ynger
older
ynger
sister
sister
brother
brother
me

Thursday, March 5, 1992

Material:	Lesson 12 A CC 3
Props:	None
Worksheets:	Student Worksheet 21D - Kanji no "BINGO!!"
Objectives:	To apply **Pointosyuutyuu** to the distinctions between humble, honorific, and neutral verb forms, and to practice Kanji by identifying the sounds in context and associating them with the written forms.

Description of Activities *Teacher Notes*

---

1. For Drills E & F - explain that students need to use **Pointosyuutyuu** as they listen to you read sentences using **nasaru** and **itasu** and **suru**. Have students tell you if the verb form is if honorific or humble by using hand signals. Demonstrate how you want them to signal, based on what you usually do in class to indicate the honorific, humble, and neutral forms.

2. Kanji Bingo - Hand out worksheets and have students write in the Kanji at the top of their sheet in any random order in the boxes. When they have finished that, read the sentences, in which the Kanji occur. The students will be listening and using **Pointosyuutyuu** to pick out the words represented by the Kanji from your spoken sentences. When they hear the word, they can cross off the Kanji. When they have crossed off three in a row, they should stand up and yell, "BINGO!"

Thursday, March 5, 1992 (p. 2)

Teacher's Script for **Pointosyuutyuu** exercise on polite verb forms of **suru:**

1.

2.

3.

4.

5.

Teacher's Script for Kanji Bingo

1.

2.

3.

4.

5.

6.

7.

8.

9.

Name:______________________________ Date:____________________

****

Student Worksheet 21 D - Kanji no "BINGO!!"

****

Instructions:

- Write these Kanji in any order in the boxes below.
- Listen to your teacher's sentences. Use **Pointosyuutyuu** to pick out the words or sounds represented by these Kanji.
- Cross off each word when you hear it. When you have three boxes in a row crossed off, jump up and yell, "BINGO!!"

Write these Kanji in any order in the boxes:

Week 22

Lesson 12B & 13A

Monday, March 16	Tuesday, March 17
Introduce **Elaboration** by practicing politeness levels in a given situation.	Have students practice **Self-Assessment** by listening to themselves on a tape recorder.

Wednesday, March 18	Thursday, March 19
Remind students of the interrogative nouns they know, using a **Self Assessment** technique(Worksheet 22A, The Recall Game), and apply the new structure, using these nouns and the particle **mo**.	Reinforce the strategy **Chekku**, through recall and discussion of interrogative phrases(Worksheet 22B - **Chekku**), and practice the **...nikui/...yasui** form with compound verbs, through **Bamen Zukuri**.

Monday, March 16, 1992

Material:	Lesson 12 B Drills C, K, N & Application A (p.340)
Props:	None
Worksheets:	None
Objectives:	To introduce the strategy **Elaboration**, by practicing the various politeness levels in a particular situation.

Description of Activities *Teacher Notes*

---

1. Application A1 - Have students make pairs, and give them the following instructions:

   "You are getting near to the end of your first year of Japanese now, so you should have a pretty large vocabulary and be able to say quite complex sentences. With that ability, you are ready to practice the strategy ***Elaboration****, which is using what you know already in combination with the new material you are learning. For this application exercise, I will give you two situations. Each one requires that the people involved (you and your partner) speak in either the honorific polite style or the humble polite style. Knowing what you do about the use of those styles, and about verb forms in each style, try your best to talk to your partner in the appropriate way."*

2. Give the students these situations to base their pair work on:

   Situation 1:

Student A:	Ask questions about your partner's family. (use the honorific polite style) These can be about what sports they play, what languages they study or speak, how old they are, etc.
Student B:	Answer the questions in the humble polite style.

Monday, March 16, 1992 (p. 2)

Situation 2: (switch roles from A to B)

Student A: Interview your partner for a job, or for some other purpose, such as a roommate or teammate. (use the honorific polite style)

Student B: Answer your partner's interview questions using the humble polite style.

Tuesday, March 17, 1992

Material:	Lesson 12 B Utilization (p. 343) Reading Ex. 12B
Props:	Tape recorders with blank tapes in them (at least two)
Worksheets:	None
Objectives:	To have students practice **Self-Assessment** by listening to themselves on a tape recording.

Description of Activities *Teacher Notes*

---

1. Application A2 - have students form as many groups as you have tape recorders for. In each group, the students should take turns leaving messages on the tape recorder, as if they were leaving the messages on telephone answering machines. They should make complex sentences (using **...kara...**) and direct three similar messages to three different people (using the appropriate style for each): 1. a friend; 2. a co-worker; and 3. parents. Explain to students:

   "When you have finished making these recordings in your groups, we'll listen to them together. As you hear your own voice, try to get over your feelings of embarrassment and listen carefully for the way you are putting your message together. Did you use the appropriate level of politeness? Did you make a correct complex sentence? If you did alright in those two areas, then listen for other things you would like to correct in how you are speaking Japanese. This process, judging how well you've learned, is called ***Self-Assessment****. You can do it in other ways, but for speaking there's no more accurate method of checking on your achievement than a tape recorder."*

Wednesday, March 18, 1992

Material:	Lesson 13 A CC 1-3, Drills C, D, G, H
Props:	None
Worksheets:	Student Worksheet 22 - The Recall Game
Objectives:	To remind students of the interrogative nouns they know, using a **Self Assessment** technique, and to apply the new structure, using these nouns and the particle **mo**.

Description of Activities	*Teacher Notes*
1. When doing the CC practice, remind students to use **Genzituka** and **Bamen Zukuri** in order to personalize and contextualize the conversations.	
2. Hand out the worksheet and ask students to quickly write down as many interrogative nouns as they can remember. When they have finished (perhaps you can time them for two - three minutes) ask them to name the nouns as you write them on the board. Then, explain about the use of interrogative nouns + **mo**. Ask some questions which will elicit this form, and explain about the forms which can only be used with the negative.	

Name:______________________________________ Date: ___________

Student Worksheet 22A - The Recall Game

1. Write down as many interrogative (question) nouns as you can remember:

2. Now, put them together with **mo**. Write the meaning of each combination.

Interrogative + mo + nagative	Meaning in English

3. Which ones can only be used with the negative + mo?

Interrogative nouns which can only take {mo + negative}

Thursday, March 19, 1992

Material:	Lesson 13A
Props:	Pictures of things that are hard to do, or use, and things that are easy to do or use. (windsurfing, walking, computer, pen, etc.)
Worksheets:	Student Worksheet 22B - Chekku
Objectives:	To reinforce the strategy **Chekku**, through recall and discussion of interrogative phrases, and to practice the **...nikui/...yasui** form with compound verbs, through **Bamen Zukuri**.

Description of Activities	*Teacher Notes*
1. Hand out the Worksheet and ask students to come up with as many phrases as they can in the given categories. Then for each category, say a couple of sentences very quickly, requiring the students to ask you questions about what you said. Conclude by reminding students: *"You have been practicing the strategy **Chekku** by asking me questions about my fast speech. To review the ways of asking about different topics, you can use the strategy **Nakamawake**, by grouping the phrases into categories, such as the ones on your worksheet."*	
2. After doing the CC's go over the use of compound verbs, and show pictures of various activities or objects to comment on, using a compound verb. Remind students that this is the use of **Bamen Zukuri**.	

Name:______________________________________ Date: ___________

****

Student Worksheet 22B - Chekku

****

1. Write down as many questioning phrases as you can remember, in these categories:

RELATED TO NUMBERS	PEOPLE	TO CHECK IF OTHERS UNDERSTAND YOU	TO LET OTHERS KNOW YOU DON'T UNDERSTAND THEM

Monday, April 13, 1992

Material: Lesson 14B Application Exercises A 1 & 2
Props: Menus for A1 skits on calling out for sushi & soba
Worksheets: Student Worksheet 26 - Onaka ga suita! (I'm hungry)
Objectives: To help students use **Bamen Zukuri** by imagining they are ordering food from a Japanese restaurant, and to practice saying "...yet" (**"mo"**)

Description of Activities *Teacher Notes*

---

1. Have students get into groups of three. Two students will be the hungry friends. The other student will be the restaurant employee. The first two students make a skit of trying to decide what they want to eat.One of them calls the sushi-ya or soba-ya and asks for demae (carry-out). The third student answers the phone and writes down the order and the address to which it should be sent. (This can be written on the worksheet.)

2. For A2, pass out cards with various activities written on them, and each student with a card must ask the next person whether s/he is still doing that activity. After the second student gives his/her answer, the first student should make an appropriate comment, such as, "Sorya, ikemasen nee"; "Komarimasita nee"; or "Sorya, yokatta desunee"

Name:____ Date:__________

****

Student Worksheet 26 - Onaka ga suita!!!

****

Instructions:

Make a group of three people. Two people will make up a skit in which they talk about being hungry and decide to order out for food. They should decide what to order, choosing from one of the two menus, either the Susi-ya or the Soba-ya. Then. the third person will play the restaurant employee who takes the order. That person will write down the order and the address where it is to be sent.

Fill in only the part that you will say.

I. The hungry friends' conversation: (Remember to use casual speech!)

____________: ____

____________: ____

____________: ____

____________: ____

____________: ____

____________: ____

II. The order taken by the restaurant employee:

Dishes wanted: ____

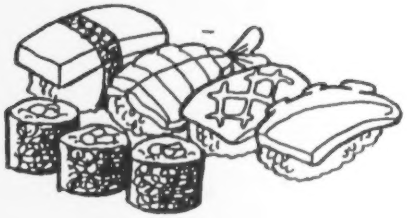
____

Name: ____________________________

Address: ____

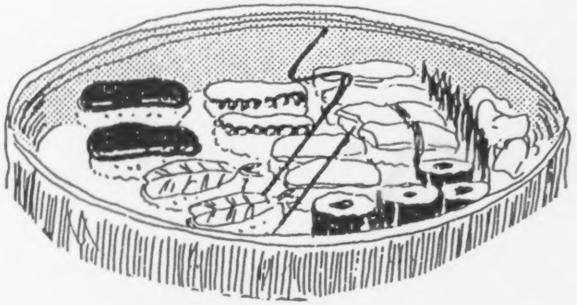
____

Matususi Susiya Menyuu



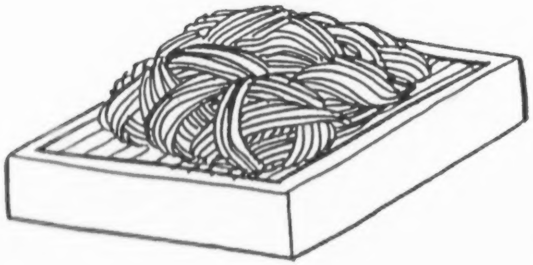
1. Nami Susi	¥ 1500
2. Zyoo Susi	¥ 2000
3. Tokuzyoo Susi	¥ 2500
4. Tirasi Zusi	¥ 1600

Demae no Denwabangoo: 981-4672



Yamamoto Sobaya Menyuu

1.	Yaki-soba	¥ 500
2.	Zaru-soba	¥ 800
3.	Tenpura-soba	¥ 1000
4.	Niku-udon	¥ 900



Demae no denwabangoo: 672-4673

Cards for Application 14 A2:

tenisu

Furorida - atatakai

Nihon-go

hachiji ni gakko e iku

biiru

tabako

hanami (sakura o mimasu)

sukeitoborodo

Nyuuyooku - samui

Nihongo no teepu o kiku

Tuesday, April 14, 1992

Material: Lesson 14 B Utilization
Props: None
Worksheets: None
Objectives: To help the students to call upon their strategy knowledge in situations when it will be most useful to them.

Description of Activities *Teacher Notes*

---

1. Before the utilization exercise, ask the students to stop and think about how they can use the strategies they know as they perform the little skits suggested by the utilization items. Suggest that such strategies as **Yoki** can help them in listening to their classmates, in cases where they have to write down the information a classmate gives, they can first guess at the type of things the classmate will be saying. They might use **Chekku** to clarify the things that are being said to them, and the strategy of **Self-Management** can be used to keep a student from getting into "deep water" by trying not to say more than s/he is able to say; in other words, make what you say brief so you don't have to search for the right construction, and use the vocabulary you're familiar with; don't depend on looking up words in the dictionary.

Thursday, April 16, 1992

Material:
Props:
Worksheets:
Objectives:

Description of Activities	*Teacher Notes*

NO STRATEGY INSTRUCTION - EASTER HOLIDAY

SUBMITTED TO:

Dr. José Martínez
Program Officer
International Research and Studies Program
U.S. Department of Education
ROB 3, Room 3053
7th and D Streets, S.W.
Washington, DC 20202-5331

PR Number PO17A00011-92

LEARNING STRATEGIES IN JAPANESE

FOREIGN LANGUAGE INSTRUCTION

FINAL REPORT - HIGH SCHOOL AND COLLEGE 1993 RESOURCE GUIDES

September 1993

SUBMITTED BY:

Anna Uhl Chamot, Ph.D.
Project Director
Language Research Projects
Georgetown University
1916 Wilson Blvd., Suite 207
Arlington, VA 22201
(703) 351-9500

1789

Learning Strategies Instruction for High School Japanese

1993 Resource Guide

Prepared by:
Jill Robbins, Motoko Omori, Fumiko
Yuasa, Lisa Küpper, and
Anna Uhl Chamot

Georgetown University
Language Research Projects

1916 Wilson Boulevard
Suite 207
Arlington, VA 22201

3 368

TABLE OF CONTENTS

Worksheet 1 - Learning a Language: How is it different from learning other subjects? 1
Teacher's Guide to Worksheet 1 2
Worksheet 2 - How I Will Learn Japanese 3
Teacher's Guide to Worksheet 2 - How I Will Learn Japanese 4
Worksheet 3 - Introduction to Learning Strategies 5
Teacher's Guide to Worksheet 3 - Introduction to Learning Strategies 6
Worksheet 4 - Planning: What do I know about the topic? 8
Teacher's Guide to Worksheet 4 - Activating Background Knowledge 9
Worksheet 5 - Planning: What should I listen for now? 10
Teacher's Guide to Worksheet 5 - Selective Attention 11
Worksheet 6 - Monitoring: What does this mean to ME? 12
Teacher's Guide to Worksheet 6 - Personalization 14
Worksheet 7 - Problem Solving: What should I do now? 15
Teacher's Guide to Worksheet 7 - Questioning for Clarification 17
Worksheet 8 - Monitoring: How is it important to ME? 18
Teacher's Guide to Worksheet 8 - Personalization 19
Worksheet 9 - Problem Solving: It must be... 20
Teacher's Guide to Worksheet 9 - Inferencing 23
Worksheet 10 - Problem Solving: How can I remember vocabulary? 24
Teacher's Guide to Worksheet 10- Contextualization 26
Worksheet 11 - Problem-Solving: How can I remember more vocabulary words and phrases? 26
Teacher's Guide to Worksheet 11- Grouping 27
Worksheet 12 - Evaluation: How well am I learning to speak Japanese? 28
Teacher's Guide to Worksheet 12 - Self-Talk 29

Worksheet 1

Learning a Language: How is it different from learning other subjects?

Think of how studying Japanese is different from studying other subjects. Check under the class you'd expect these statements to be true of:

Japanese Class		Other Subjects
	1. The teacher lectures most of the time	
	2. Oral participation by everyone is very important.	
	3. Lengthy readings are required.	
	4. There are many hands-on activities (students practice through group work, experiments, etc.)	
	5. I am expected to take notes in class.	
	6. Listening is required for homework.	
	7. Writing of reports or term papers is required.	
	8. Speaking or rehearsing is given for homework.	
	9. I have to concentrate intently on everything said by the teacher and students in class.	

Now consider whether you are prepared to get the most out of your Japanese class, by "switching gears" from the requirements of your other classes to the requirements of your Japanese class. In the next weeks, we will be looking at ways to make that switch and ways to make your study of Japanese more effective.

Teacher's Guide to Worksheet 1

Learning a Language: How is it different from learning other subjects?

Objective:

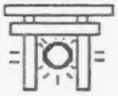
To encourage students to think about how and what they learn in language classes as compared with other classes.

Preparation:

Place overhead transparency of worksheet on viewer. Explain that this is the first step in the process of learning about how they can effectively learn Japanese.

Presentation:

Pass out students' worksheets. Ask students to respond to the items on the chart and, on the overhead, check off the class they think the item is relevant to. The items will not all be exclusively relevant to either a language class or a non-language class. Emphasize that now that they are learning Japanese, they can benefit from thinking about how they learn a language and from finding out what techniques other students use.



Worksheet 2

How I Will Learn Japanese

You are going through a gateway into Japanese language and culture.

- What will help you to learn and understand them better?
- What do you do already that might help another student?

Please think carefully and then write the things you do to help yourself with each of the following aspects of learning Japanese:

Learning Vocabulary: What do you do or think about to help you learn it?	
Listening in Class: What do you do or think about while the teacher's talking?	
Speaking Japanese: How do you practice it – so you will become more comfortable with speaking Japanese?	
Learning to Read and Write in Japanese: How do you study Hiragana and Kanji?	

Teacher's Guide to Worksheet 2

How I Will Learn Japanese

Objective:

To elicit student techniques for learning Japanese, in order to share their strategies with each other, and to become more aware of strategies they are using.

Preparation:

Explain that the students have developed useful techniques for learning, perhaps in other language classes, or in studying other subjects. Tell them that these techniques can help them in studying Japanese, too, and that they might be able to help their fellow students by sharing their learning techniques.

Presentation:

Explain that students should think about each skill area; Vocabulary learning, Speaking, Listening, then write down all the things they do to help themselves learn that kind of material or skill.

Worksheet 3

Introduction to Learning Strategies

As you begin your study of Japanese it may be helpful for you to think of approaching the task in a systematic way. By applying the following steps in the learning process, you can more effectively master the material you are responsible for learning.

PLANNING

- What do I already know about the topic?
- What should I listen or look for?

MONITORING

- How well am I understanding?
- How well am I being understood?
- Am I using the right strategy for the task?
- How can I keep from getting discouraged?

PROBLEM-SOLVING

- What techniques will work the best to help me understand, speak, and remember better?

EVALUATION

- Did I understand what I heard?
- Was I understood when I spoke?
- Did the techniques I used make learning or practicing this aspect of Japanese easier?

In your class this year, you will be given the opportunity to practice specific techniques within the above areas that may improve your ability to speak, read, and listen to Japanese. These ***Learning Strategies*** will be presented in ways that should help you become a more effective language learner.

Teacher's Guide to Worksheet 3

Introduction to Learning Strategies

Objectives:

To give students an overall explanation for the use of language learning strategies and provide a visual analogy to rely on in reference to the strategies instruction.

Preparation:

Read through the text below so you can rephrase it in your own words when you present it to the class.

Presentation:

Place the transparency of Worksheet 3 on the projector and go through the following steps in your explanation:

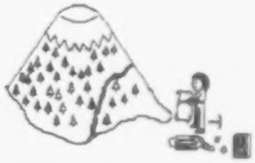
1. Introduction

As you know, we are trying to improve the way you study and learn Japanese by talking about learning strategies in our section. The sheet I've given you is an overview of the approach we'll take in the coming year. You can see there are four boxes with labels on them. The names in these boxes refer to steps in the process of learning. They can apply to any material that you have to learn. The questions in each box apply to learning a language, specifically, Japanese.

2. Let's take a look at the first box, Planning:

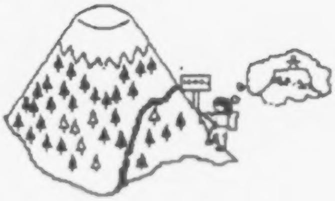
The questions listed are:

- What do I already know about the topic?
- What should I listen or look for?



The graphic next to this box shows a mountain climber. She's getting ready to climb by packing her knapsack. **What does she know about mountain climbing?** From her own experience, she may know what to take along, or perhaps she has read a manual telling what to pack. In the same way, you may know something from personal experience about the subject matter of your Japanese lesson, or you may have read something about how certain things are done in Japan. You can use this knowledge to help you understand the lesson as you work through it.

How will she find the right path to the top? She has learned to watch for particular marks on the trail or on rocks telling which way to turn. In listening to or reading Japanese, you will also learn to recognize little signs, like the past tense marker, or honorific markers, to help you to get the main idea, even if you can't understand every word.

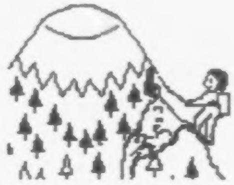


3. Now, let's look at the second box, Monitoring:

The questions asked here are:

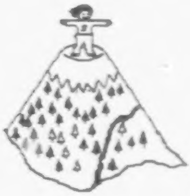
- How well am I understanding or being understood?
- Am I using the right strategy for the task?
- How can I keep from getting discouraged?

You have probably taken a long car trip, and found yourself checking the map to see how far you've gone, and how much further you have to go. **Our friend the mountain climber has come to an elevation sign, and is thinking of how far she has to go to get to the top.** She's trying to keep her spirits up by imagining herself already at the top. You can learn some techniques to keep yourself feeling positive about learning Japanese, and perhaps share your own methods with your classmates, to help **them** keep from getting discouraged.



4. The third box is labeled Problem-Solving:

You have been studying Japanese for over a month now, and I'm sure you are getting some idea of the kind of problems you'll have to solve in the process of becoming fluent in Japanese. **When the mountain climber came to a difficult part of the climb, did she give up and turn back?** No, she got out her rope and tried to get over the hard part. In the same way, you will need some "tools" to help you in your study of Japanese, especially for those times when you think you just can't go any further.



4. Finally, we come to the fourth box, Evaluation:

- Did I understand or was I understood?
- Did the techniques I used help me?

When you've finished the task it's often helpful to look back and think of how well you did it, and to consider how you might do it differently next time. **At the top of the mountain, the climber can see where she has come from, and can judge whether she packed the right supplies, or took the right trail.** She feels the muscles she used and might make plans for getting some better shoes next time, or maybe a lighter knapsack. As you accomplish more and more learning tasks in Japanese, you will also get to know which strategies are useful to you, and which ones are not. You'll be able to "tailor" your strategy selection to your own learning style, and become an expert learner of Japanese.

Worksheet 4

Planning: What do I know about the topic?

Do you remember our mountain climber? Before she got started up the mountain, she had to plan what she'd need to take along, and think of what was ahead of her.

Planning is the first step we will take in our systematic approach to learning Japanese. When we start a new theme, we can think about what we already know about that subject, and use our background knowledge to help us understand what we need to learn. For example:

You are now studying the **SCHOOL** theme. You have learned about the objects in a classroom, which you knew would include common things like a chalkboard, desks, chairs, etc.

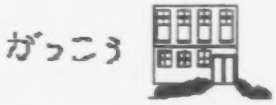
Listen to your teacher tell you what the next topic in this theme will be. Write it here:

____

1. How much do I already know about this topic?

☐ **I'm very familiar with it.**

☐ **I only know a little bit about it.**



2. What words might I expect to learn in Japanese? (write them in English here)

Did knowing something about what to expect help you to understand the new Japanese words?____

You have just learned to use the strategy **ACTIVATING BACKGROUND KNOWLEDGE** - you have used what you already knew to help you understand new material in Japanese.

Teacher's Guide to Worksheet 4

Planning: What do I know about the topic? - Activating Background Knowledge

Objective:

To introduce the Planning phase and the concept of activating background knowledge, which is asking what one already knows about the topic.

Preparation:

Choose an activity that relates to the SCHOOL theme, and which contains a number of new words that refer to everyday objects or activities for students. Decide what the general topic should be called that this activity refers to.

Presentation:

Hand out the worksheet. Explain that:

- knowing what to expect can help us understand what we're hearing, even in a foreign language
- the students know a lot about school already so they should be able to use this knowledge to help them learn Japanese

Worksheet Procedure:

1. Ask students to look at the picture of the climber - remind them of how we need to plan to do something successfully.
2. Tell students what the topic for today is. Have them write it in the space (they can write it in hiragana if it's a Japanese word, or in English if you haven't translated this topic into Japanese.)
3. Ask students to fill out the next two boxes - thinking of (1.) how much they already know about this topic, and (2.) what words they might expect to learn.
4. Have students **put aside** the worksheet.
5. Go ahead with the activity you have planned for today.
6. When you're finished, ask them to **finish filling out the worksheet** - ask if it helped to think about their background knowledge of what was going to be learned.
7. Tell them this strategy is called **ACTIVATING BACKGROUND KNOWLEDGE,** and they will find it useful in various other learning tasks.

Worksheet 5

Planning: What should I listen for now?

Remember: Planning is the first step we will take in our systematic approach to learning Japanese. You used **planning** before to think about the school theme. You activated your background knowledge in order to prepare to learn some new words as part of that theme

The theme you're learning about now is **Weather & Seasons**, which you probably know **a lot** about from your day-to-day experience. You've learned some of the words you need to use when talking about the weather.

1. Earlier, your teacher played a tape. Could you tell what was on that tape?______

- Today we will try a strategy you can use for when you're listening to native speakers of Japanese, or to other people who talk so fast that you can't catch everything.

2. The tape was a weather report in Japanese. First, use your background knowledge about weather reports in English. What words do you typically hear? Write them below -- in Japanese if you know them, if not, in English.

English Words	Japanese Words

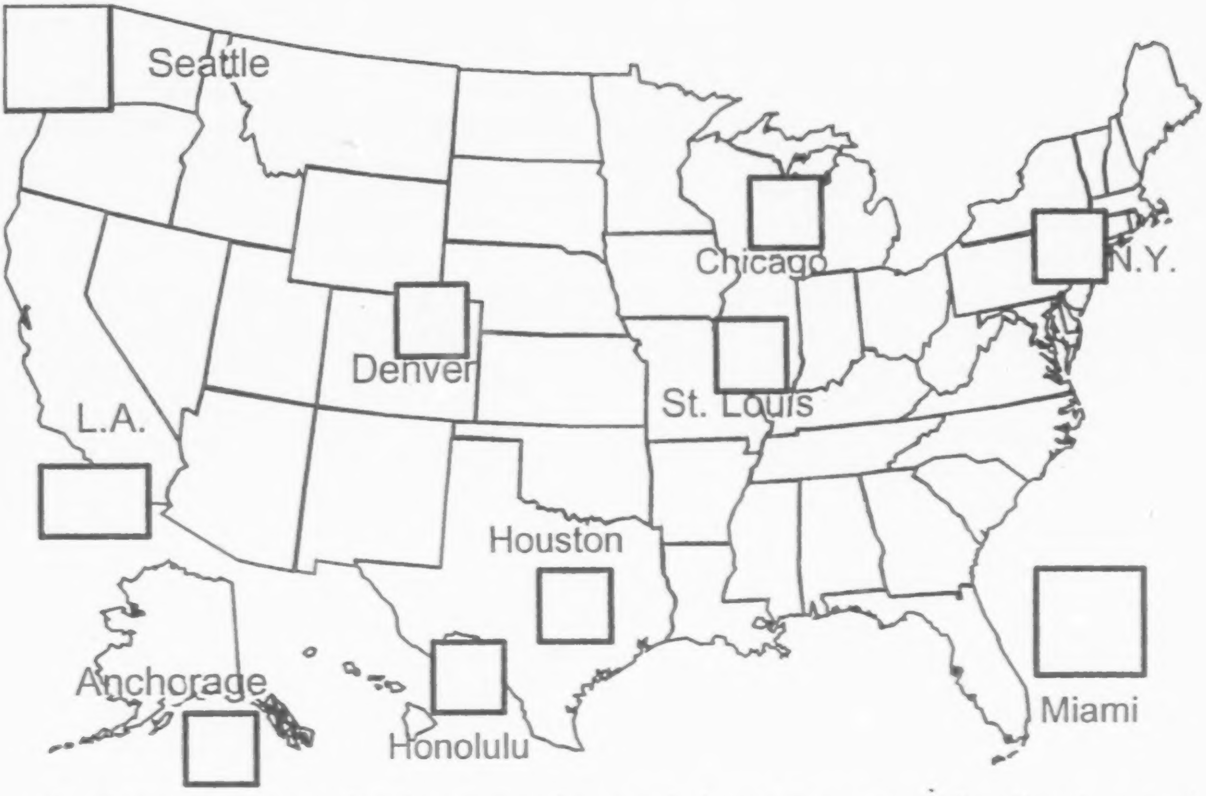
CHECK YOUR LIST WITH YOUR TEACHER. -- Are there any words you should add, or translate, on your list?

3. NOW, LISTEN TO THE TAPE AGAIN.

- As you listen, circle the words you hear that are on your list. How many did you get this time?
- Listen a second time. Did you hear any more of the words?__________

This strategy is called **SELECTIVE ATTENTION** -- in other words, planning for what you will listen to. Did using it help you to understand the tape? _________

Weather Map for Worksheet 5


Seattle
Chicago
N.Y.
Denver
St. Louis
L.A.
Houston
Anchorage
Honolulu
Miami

4. Now, listen to the tape again, and draw a symbol for the type of weather in each city. Use Selective Attention to listen for the weather terms.

Teacher's Guide to Worksheet 5 -

Plannning: What should I listen for now? - Selective Attention

Objective:

To introduce and provide practice in Selective Attention, which, in this case, is listening for specific words that have to do with weather on a weather report.

Preparation:

You will be given a tape recording of a weather report in Japanese. Listen to it and determine the words that your students have learned so far. Include words like "ashita", "kyoo", and such non-weather words. Make a list of the words you think they will be able to identify.

Presentation:

Without explaining it, ask the students to listen to the tape. If they ask what it is, say "It's a mystery tape. You'll have to use a strategy to find out what it's about."

Hand out the worksheet. Explain that:

- knowing what to expect can help us understand what we're hearing, even in a foreign language
- the students know a lot about weather & seasons already so they should be able to use this knowledge to help them learn Japanese

Worksheet procedure:

1. Ask students to write down their answers to question (1.) -- whether they could understand the tape.
2. Tell students they will learn a strategy to help them understand it better the next time.
3. Have them fill out the chart (2.) with the words they think are typical of a weather report.
4. When they have finished, ask them to tell you what words they write down. Tell them any words in Japanese you think they should listen for in the weather report.
5. Play the tape again.
6. Ask how many words they were able to hear from their lists.
7. Tell students which words they should have heard in the tape.
8. Play the tape a third time. Ask them to answer in (3.) how many of their words they heard this time.

Tell students this strategy is called **SELECTIVE ATTENTION** and they may find it useful in various other learning tasks. Ask if it helped them with understanding this weather report.

Worksheet 6 -
Monitoring:
What Does This Mean to ME?

Remember: Monitoring is the second step in the process of learning. By monitoring how well we are understanding new material, we can decide what we need to pay more attention to in our study of Japanese.

One type of monitoring is using new material to talk about things related to your personal experiences. When you use Japanese words to describe something you know about or that is important to you, those words will become more familiar and easy to use. This strategy is called **PERSONALIZATION.**

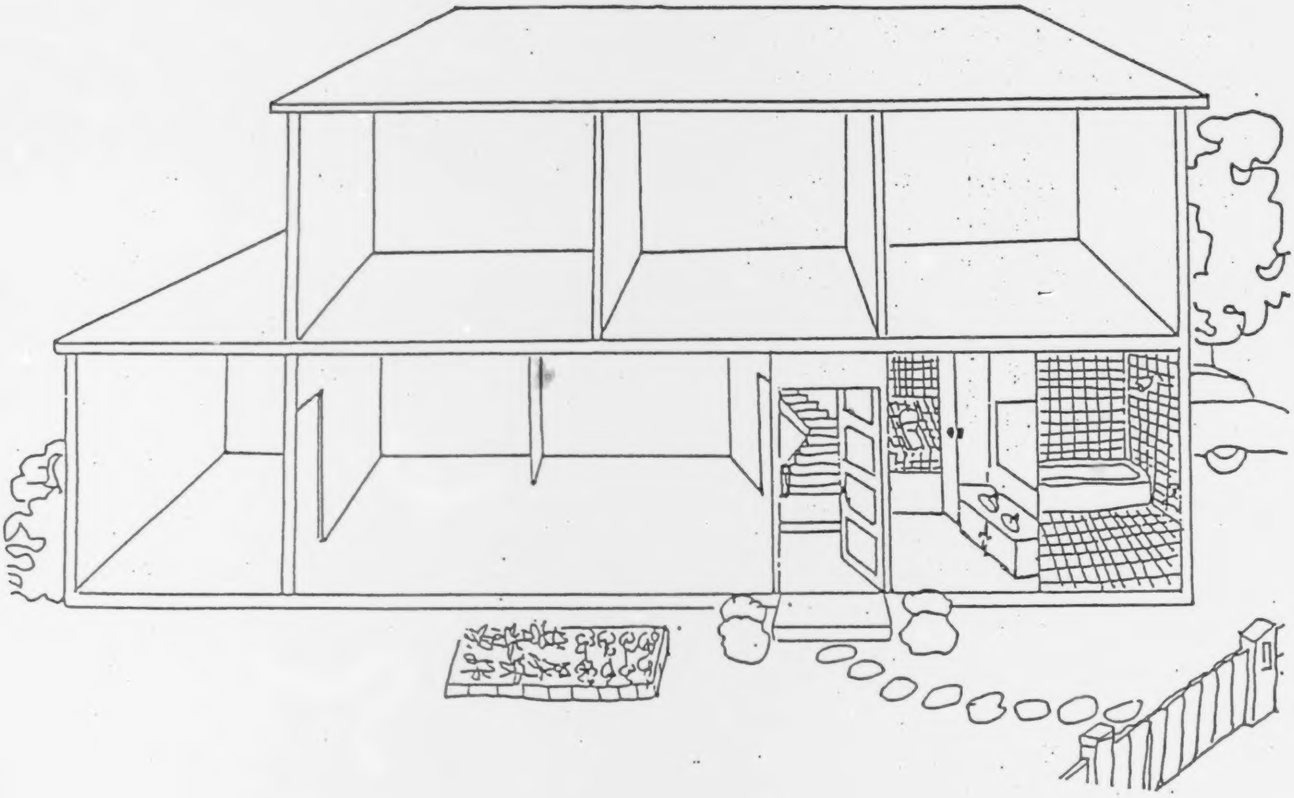
Today, you have a chance to use the strategy of *personalization* to describe your own home, or your dream house.

- Draw the furnishings inside the home on the opposite side of this worksheet.
- Think about how you will describe the house you have drawn, using Bunkei II.
- Tell your class about your house.

When you go home today, look around at your own home, and try to make up a few sentences describing it, using your new vocabulary and Bunkei II. This is another way for you to use **personalization** to make sure you will remember the pattern of Bunkei II and the vocabulary for home furnishings.

BEST COPY AVAILABLE

"My Dream Home"



Teacher's Guide to Worksheet 6

Monitoring - What does this mean to ME? - Personalization

Objective:

To introduce and provide practice in Personalization.

Preparation:

Use the picture of a house interior that is part of the House theme. Explain that the students should think of their own home or their dream home, and then draw the furnishings in it on the back of the worksheet.

Presentation:

Explain that Personalization is the application of new material to oneself, and that students can personalize the vocabulary on houses by applying it to their own home or to their dream home. Ask students to verbally describe their houses to a partner when they have finished drawing the pictures.

Worksheet 7

Problem Solving: What should I do now?

What do YOU do when you have a lot to memorize in Japanese? Is there anything that you have found works for you besides "repeat it over and over" or "write it over and over"?

My techniques for memorizing things in Japanese:

How about when you don't understand what someone says? What do you do then?

My techniques for improving my understanding of something in Japanese:

Today we will try a strategy you can use for when you are working with a partner and you didn't understand what he or she said in Japanese.

- The problem: your partner said something you didn't quite understand.
- The solution: questioning for the information you need **in Japanese**, *not in English*

This strategy is called **QUESTIONING FOR CLARIFICATION**

HOW IT WORKS:

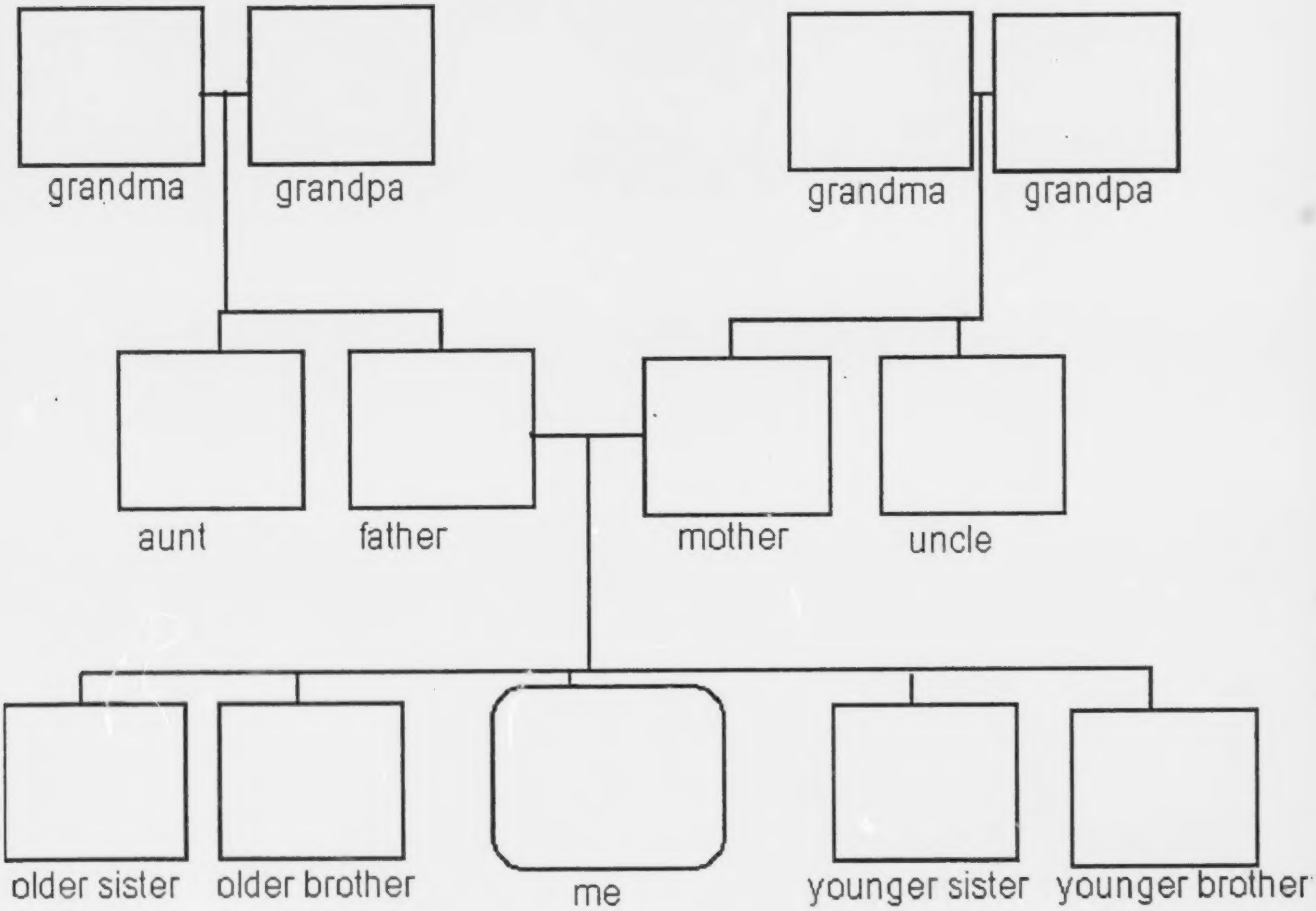
1. Get together with a partner.
2. Tell your partner the names of your grandparents. Use the Japanese titles:

   おばあさん の なまえは ______ です。

3. Continue to find out the names of your partner's family members and fill them in on the chart.
4. When you don't understand, ask in Japanese. Use the short questions your teacher gives you as examples of how to question for clarification. One way to ask is: おばあさんは

Why do you think it would be helpful to be able to ask questions like this in Japanese?

Family Tree Chart for Worksheet 7


grandma
grandpa
grandma
grandpa
aunt
father
mother
uncle
older sister
older brother
me
younger sister
younger brother

Teacher's Guide to Worksheet 7

Problem Solving: What should I do now? - Questioning for Clarification

Objective:

To find out the students' techniques for dealing with problems in learning Japanese, and to practice the use of Questioning for Clarification in Japanese.

Preparation:

Discuss the terms for family members and be sure that students can remember how to say each term.

Presentation:

Have students sit in pairs and ask each other the names of the members of their family, then write the names in on the family tree. Remind students that if they can't understand a name, they can use the Japanese term to ask for a repetition, such as "Obaasan wa?" This technique is called Questioning for Clarification.

Worksheet 8

Monitoring: How is it important to ME?

Now that you are learning Katakana, you will be able to read and write many words that are familiar to you. One of the most important things you are learning is how to write your name in Katakana. When you apply what you're learning to things that are important to **you**, you're using the strategy called PERSONALIZATION. Practice writing your name in Katakana below:

____

Your classmates have nametags with their Katakana names - look at the person next to you and write their name down here:

____

What **other** ways can you practice with personalization? How about writing down your best friend's name in Katakana? Or write the names of your sisters and brothers in Katakana...or your favorite movie star...the possibilities are endless. Write down the names, in Katakana, of at least 3 people you know:

Names I want to learn in Katakana	
English Name	Katakana Spelling

Remember, this strategy is PERSONALIZATION, and using it may help you to remember things in Japanese better, because you've associated them with something important to YOU.

Teacher's Guide to Worksheet 8

Monitoring: How is it important to ME?

Objective:

To give student practice in writing Katakana by using the Personalization strategy.

Preparation:

Give students their Katakana name tags. Tell students that:

- they are going to use the strategy PERSONALIZATION -
- the reason this is useful is because **the more associations we have** with new information, **the better we'll be able to remember** it.
- The strongest association we can make with new information is to think of **how it's important to ourselves.**

Presentation:

1. Have students write their names in Katakana on the line below the first paragraph.

2. Have students write the name of their classmate on the next line.

3. Have students think of three people whose names they'd like to write in Katakana, and ask them to try to write the names in the boxes. If they need help, give some explanations of how to translate names into Katakana.

Conclude by reminding students of why PERSONALIZATION is such a powerful memory strategy.

Worksheet 9

Problem Solving: It must be...

You have studied Katakana for a couple of weeks now - and are getting to the point where you should be able to read some Katakana words. When you are reading words written in Katakana, it's a good time for you to keep strategies in mind. Why? Look at these examples:

- The UPS truck has just delivered a big box to your house. You see the word コンピューター on the side of the box.
- You know some of the characters: コ [ko] ン[n] ピ [pi] ュー [?] タ[ta] ー[a]
- You stop to think, "konpita - what does that sound like?"
- You remember that sometimes [n] is used for [m], and the English *r* sound is usually written as a long vowel. Maybe the English word has an *r* at the end.
- You try to sound it out again: "kompitar - Oh, it's almost like *computer*!" You realize the little ュー you couldn't read must be what sounds like [yu].
- Now you can open the box and take out your new computer!

- You have a Japanese pen pal who writes that he enjoys playing ゴルフ
- Let's say you can figure out the individual sounds but have no idea what the word is supposed to be English. If you pronounce the three Katakana characters carefully, ゴ [go] ル [ru] フ [fu], in proper Japanese style, you might not be able to see the connection between this word and an English word.
- But, if you **infer** that, because this is written in Katakana, it probably is meant to represent sounds that AREN'T in Japanese, you might be able to use some things you know about the system of writing Katakana; *run the sounds together*, and get back to the foreign sound it is symbolizing.
- You guess that ル [ru] is meant to take the place of our English *l* sound, as it often does.
- Then you think about the ending sound - maybe a vowel sound has been stuck on there, since Japanese don't like their consonants to be lonely.
- Taking those two ideas into account, you run the sounds together, stick an *"l"* sound in, and take off the final vowel sound [u], coming up with GOLF. AHA! so that's what it means! Your pen pal is a golf nut!

Take a look at the hints on the next page, then try your own inferencing skills out on the list of words that follows.

Worksheet 9 - Problem-Solving: It must be...

HINTS FOR READING KATAKANA WORDS:

1. Try to guess what kind of word it is or what it might be from the surrounding words or the topic of what you're reading.
2. When you think you know what the word is, forget about the spelling of the word in English.
3. Think only of how the word sounds in English.
4. See if any of these rules for writing English words in Katakana apply.

A LONG VOWEL (like the /a/ in "cake") becomes a DASH: —

cake => kee / ki: ケーキ
beach => bii / chi: ビーチ

An /r/ AFTER A VOWEL in English becomes a DASH, too:

car => /kaa/: カー
color => ka / raa カラー

The sounds /r/ or /l/ in English become ラ/ra/, リ /ri/, ル/ru/, レ /re/, or ロ /ro.

pearl => paa / ru: パール
lecture => re / ku / chyaa: レクチャー

NO GANGS OF CONSONANTS IN JAPANESE: they are always "broken up" by vowels sounds between them:

school => su / ku / ru: スクル
basketball=> ba / su / ket / to / baa / ru
バスケットボール

CONSONANTS CAN'T STAND ALONE, EITHER (except /n/) - they need a vowel sound beside them, even at the end of a word (/t/ and /d/ become ト/to/ and ド /do/):

skirt => su / kaa / to: スカート
milk shake => mi / ru / ku / see / ki
ミルクセーキ

[/v/ + a vowel] becomes バ/ba/, ビ /bi/, ブ/bu/, or ボ/bo/.
ベ /be/

vitamin => bi / ta / mi / n: ビタミン
volleyball=> ba / ree / boo / ru:
バレーボール

[/f/ and a vowel] becomes ハ /ha/, ヒ /hi, フ /fu/. ヘ /he/, or ホ /ho/:

coffee => koo / hii: コーヒー
formal => fu+oo / ma / ru: フォーマル

/di/ becomes ディ

dinner => di / naa: ディナー

BORROWED WORDS MIGHT BE ABBREVIATED:

overcoat=> oo / baa: オーバー
building => bi/ru: ビル
animation => a / ni / me: アニメ

Worksheet 9 - Problem-Solving: It must be...

Name:(in Romaji & Katakana)______________________________
Date:__________

Now, try your luck with these words in Katakana, and use the hints to help you guess the word in English:

1. フィルム ______________ (something you use for photography)
2. オーバー ______________ (what you might wear in the rain)
3. レター ______________ (you write this to a friend far away)
4. ムーン ______________ (this is in the sky at night)
5. ロック ______________ (do this to doors when you leave the house)
6. ソクラテス ______________ (a famous Greek philosopher)
7. デパート ______________ (a store where you buy clothes, etc.)
8. ブレッド ______________ (you use 2 slices of this for a sandwich)
9. コーヒー ______________(you can wash down your sandwich with this)
10. アニメ ______________ (even adults enjoy this kind of movies in Japan)

Teacher's Guide to Worksheet 9

Problem-Solving: It must be... - Inferencing

Objective:

To introduce the Inferencing strategy in connection to figuring out Katakana words.

Preparation:

Be sure that students have been introduced to all of the Katakana characters.

Presentation:

Give students the three pages of the worksheet. Read the first paragraph with them, then have them turn to the second page. Go over the hints on this page and the examples of translated words in Katakana.

Go back to the first page and have students read the boxes aloud. Make a point of repeating the name of the strategy that can be used to figure out Katakana: Inferencing.

Go on to the third page and have students try to figure out what the Katakana words stand for.

Worksheet 10

Problem Solving: How can I remember vocabulary?

Remember: Problem-Solving is the third step in the process model of learning. By using strategies, we can solve the problems we face in learning Japanese. Now you are learning about the body and health, so you need to remember all of the new vocabulary words dealing with that subject.

One strategy you can use to remember the new vocabulary is to act out phrases or words as you say or think about them in Japanese. This strategy is called **CONTEXTUALIZATION.** The reason it is helpful is because you are associating the words themselves with the things they represent. You're making a stronger connection in your mind because there are now **two** pathways to the Japanese word: the English translation and the action or feeling it stands for.

Today, you have a chance to use the strategy of *contextualization* to describe things that have to do with your body and health..

- Pick out a card that shows someone with a health problem.
- Act out the problem, and have your partner or group guess what it is.

Say the Japanese word or phrase again after your group has correctly guessed it.

BEST COPY AVAILABLE

Teacher's Guide to Worksheet 10

Problem-Solving: How can I remember vocabulary? - Contextualization

Objective:

To introduce the problem-solving strategy of Contextualization, by associating movements with vocabulary words.

Preparation:

Make up cards that show different illness or health terms.

Presentation:

Hand out the worksheet. Explain that:

- We can remember things better when we have more than one pathway through our brain to get at the word or its meaning.
- Acting things out gives our brain a second pathway to get at the word in Japanese. This is a pathway associated with the action or feeling of the word or phrase.
- Acting out or using real objects for practice is called Contextualization.

Worksheet procedure:

1. Have students get with a partner or group.
2. Have one of each group pick a card and act it out.
3. Have the other students guess the Japanese word being acted out.
4. Remind students that this is using the strategy Contextualization.

Worksheet 11

Problem-Solving: How can I remember more vocabulary words and phrases?

As your study of Japanese progresses, you are probably finding that some of the vocabulary you've studied is slipping away from your memory. One way to keep the words in mind is to use the strategy called Grouping.

> Grouping: classifying and sorting vocabulary words in a way that is **personally meaningful** to you; remembering words or other information based on previous groupings.

The important thing to know about grouping is that the categories you use to sort your words have to be something **you** understand. If you don't know the difference between an adjective and an adverb, for example, there's no sense in using that kind of classification.

- When you studied Pastimes, you might have divided the words into categories like these:

Sports that take a racquet and/or a ball	Sports that don't need any equipment	Year-round sports	Winter Sports
Hobbies I don't like	Hobbies I like to do	Summer Sports	Winter Sports
Sports I like to watch	Sports I like to participate in	Active pastimes	Quiet pastimes

Now it's your turn to try Grouping: Take your pack of flashcards, and sort them out. Use any way of separating them that makes sense to you. Write your categories here:

When you practice your flashcards, you can memorize which ones go in these categories. Try this with the words for each theme that you study.

Teacher's Guide to Worksheet 11

Problem- Solving: How can I remember more vocabulary words and phrases? - Grouping

Objective:

To introduce the problem-solving strategy Grouping, by sorting flashcards into categories.

Preparation:

The vocabulary dealing with the body and its parts have been made into flashcards, with pictures of each part and the word in Kanji or Hiragana. Make sure that each student has a full set of these cards.

Presentation:

Ask if students have had any trouble remembering all of the vocabulary you have taught them this year in Japanese. Suggest that they can improve their ability to remember the vocabulary if they use the strategy Grouping. Explain that this strategy is using categories that are **meaningful** to the students to classify the set of words they have to learn. Give as an example the grouping usually done in textbooks, according to parts of speech. These categories may not mean anything to some students, so the grouping will not really help them remember the words. Them compare that type of grouping to the example in the box about vocabulary from the Pastimes theme; this one may be more helpful because it is meaningful.

Ask student how they might group the students in their class: they will probably come up with some original categories. If they have trouble getting started, suggest categories such as wearing pants vs. wearing skirts; long-haired vs. short-haired, and so on. Make a point of saying that it doesn't matter what the categories are, as long as they are meaningful to the students and they use them to study the vocabulary in groups.

Have students take their flashcards out and think about how they might sort them for Grouping. Then give them time to do the Grouping with their cards. Have them write their categories in the box at the bottom of the worksheet, then ask some individual students to share their categories with the class.

Worksheet 12

Evaluation: How well am I learning to speak Japanese?

As the first year of your study of Japanese comes to an end, you should be thinking about the progress you have made so far.

1. How did you feel when you first heard your teacher speak Japanese?

   ____

2. How do you feel now when you hear her speak Japanese? Do you understand at least part of what she's saying?

   ____

3. How did you feel when you first tried to **speak** Japanese?

   ____

4. How do you feel now when you try to speak Japanese?

   ____

5. Did you ever get discouraged about learning Japanese? Why?

   ____

Most people get discouraged at some point in their study of a language. When you feel like you're **never** going to learn all you need to know in Japanese, try this strategy:

Self-Talk: Telling yourself, "I **can** do it!" when confronted with a difficult new language task. Looking at your progress and thinking, "I've already come so far - It will get easier to learn this if I just keep trying."

When you find yourself thinking about quitting or giving up on Japanese, stop for a minute and think of how much you've learned up to now. Then use Self-Talk to give yourself a "pep talk" about how you will be able to learn and remember the things you need to know in Japanese. It's like the power of positive thinking - you can do anything as long as you believe in your ability to do it. Write down what you will say to yourself the next time you feel discouraged:

____

Teacher's Guide to Worksheet 12

Evaluation: How well am I learning to speak Japanese? - Self-Talk

Objective:

To introduce the Evaluation strategy Self-Talk, through a review of the progress students have made over their first year of studying Japanese.

Preparation:

If possible, find some student papers from the beginning of the year. With the names covered over, show them to the class as a reminder of how far they have come in their study of Japanese.

Presentation:

Have students think about the progress they have made and go over the questions on the worksheet with them, encouraging them to take some time to write their answers.

Explain that Self-Talk is the strategy one can use to keep a high level of motivation to study Japanese, even when one is faced with a difficult task.

Ask students to write what they will say to themselves next time they start to feel discouraged on the bottom line of the worksheet. Ask individual students to share their planned Self-Talk with the class.

1789

Learning Strategies Instruction for College Japanese

1993 Resource Guide

Prepared by:
Jill Robbins, Motoko Omori, Fumiko
Yuasa, Lisa Küpper, and
Anna Uhl Chamot

Georgetown University
Language Research Projects

1916 Wilson Boulevard
Suite 207
Arlington, VA 22201

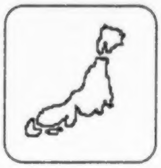
35 400

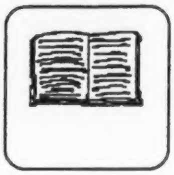
LEARNING STRATEGIES INSTRUCTION FOR COLLEGE JAPANESE
1993 RESOURCE GUIDE
TABLE OF CONTENTS

- Worksheet 1 - Learning a Language: How is it different from learning other subjects? 1
  - Teacher's Guide to Worksheet 1 2
- Worksheet 2 - How I will learn Japanese 3
  - Teacher's Guide to Worksheet 2 4
  - Student Responses to Worksheet 2 5
- Worksheet 3 - Introduction to Learning Strategies 6
  - Teacher's Guide to Worksheet 3 7
- Worksheet 4 - Planning: What do I know about the topic? 9
  - Teacher's Guide to Worksheet 4: Planning 10
- Worksheet 5 - Planning: What should I listen for ? 11
  - Teacher's Guide to Worksheet 5: Selective Attention 12
- Worksheet 6 - Monitoring: Am I understanding this? 13
  - Teacher's Guide To Worksheet 6: Monitoring 16
- Worksheet 7 - Monitoring: Monitoring Comprehension & Monitoring Production 17
  - Teacher's Guide To Worksheet 7: Monitoring 17
- Worksheet 8 - Review of Learning Strategies 19
  - Teacher's Guide to Worksheet 8: Review 20
- Midyear Evaluation: Speaking and Listening 21
- Midyear Evaluation: Reading and General 23
- Worksheet 9 - Memory Strategies 25
  - Teacher's Guide to Worksheet 9: Memory Strategies 27
- Worksheet 10 - Contextualization 28
  - Teacher's Guide to Worksheet 10: Contextualization 29
- Worksheet 11 - Strategies for Improving Listening 30
  - Teacher's Guide to Worksheet 11: Listening 31
- Worksheet 12 - Problem Solving: How can I remember vocabulary? 32
  - Teacher's Guide to Worksheet 12: Problem Solving 33
- Worksheet 13 A - Problem Solving: How can I remember & understand numbers? 34
- Worksheet 13 B - Problem Solving: How can I remember & understand numbers? 35
  - Teacher's Guide to Worksheets 13A & 13B: Information Gap - Silent Repetition 36
- Worksheet 14 - Problem Solving: How can I understand tapes of the cc's better? 38
  - Teacher's Guide to Worksheet 14: Problem Solving using Prediction 39
- Worksheet 15 - Problem Solving: How can I remember Kanji? 40
  - Teacher's Guide to Worksheet 15: Selective Attention 41
- Worksheet 16 - Planning: How can I distinguish speech styles? 42
  - Teacher's Guide to Worksheet 16: Prediction & Selective Attention 43
- Worksheet 17 - Planning: How will I know what to say? 44
  - Teacher's Guide to Worksheet 17: Planning 46

Worksheet 1

Learning a Language:
How Is It Different From Learning Other Subjects?





Think of how studying Japanese is different from studying other subjects. Check under the class you'd expect these statements to be true of:

Japanese Class		Other Subjects
	1. The teacher lectures most of the time.	
	2. Oral participation by everyone is very important.	
	3. Lengthy readings are required.	
	4. There are many hands-on activities (students practice through group work, experiments, etc.)	
	5. I am expected to take notes in class.	
	6. Listening is required for homework.	
	7. Writing of reports or term papers is required.	
	8. Speaking or rehearsing is given for homework.	
	9. I have to concentrate intently on everything said by the teacher and students in class.	

Now consider whether you are prepared to get the most out of your Japanese class, by "switching gears" from the requirements of your other classes to the requirements of your Japanese class. In the next weeks, we will be looking at ways to make that switch and ways to make your study of Japanese more effective.

Teacher's Guide to Worksheet 1

Learning a Language

Objective:

To encourage students to think about how and what they learn in language classes as compared with other classes.

Preparation:

Place overhead transparency of worksheet on viewer. Explain that this is the first step in the process of learning about how they can effectively learn Japanese.

Presentation:

Pass out students' worksheets. Ask students to respond to the items on the chart and, on the overhead, check off the class they think the item is relevant to. The items will not all be exclusively relevant to either a language class or a non-language class. Emphasize that now that they are learning Japanese, they can benefit from thinking about how they learn a language and from finding out what techniques other students use.

Name:____ Date:_____________________

Worksheet 2

How I Will Learn Japanese

You are going through a gateway into Japanese language and culture.

- ► What will help you to learn and understand them better?
- ► What do you do already that might help another student?

Please think carefully and then write the things you do to help yourself with each of the following aspects of learning Japanese:

Learning Vocabulary: What do you do or think about to help you learn it?	
Listening in Class: What do you do or think about while the teacher's talking?	
Speaking Japanese: How do you perform drills and answer questions?	
Listening to tapes: How do you discipline yourself to listen to the tapes, and learn the CC's? What do you do if they talk too fast?	

Teacher's Guide to Worksheet 2

How I Will Learn Japanese

Objective:

To elicit student techniques for learning Japanese, in order to share their strategies with each other, and to become more aware of strategies they are using.

Preparation:

Explain that the students have developed useful techniques for learning, perhaps in other language classes, or in studying other subjects. Tell them that these techniques can help them in studying Japanese, too, and that they might be able to help their fellow students by sharing their learning techniques.

Presentation:

Explain that students should think about each skill area; Vocabulary learning, Speaking, Listening, then write down all the things they do to help themselves learn that kind of material or skill.

Student Responses to Worksheet 2

Learning Vocabulary: *What do you do or think about to help you learn it?*

I try making sentences with new vocabulary in ways that demonstrate their meaning.

I think about new words outside the classroom: for example, commenting to myself in Japanese about things I encounter during the day.

I make flash cards and tape them to the object., and act out conversations

I talk to others in Japanese, eavesdrop on Japanese speakers to see if I understand them.

I talk to others in Japanese, eavesdrop on Japanese speakers to see if I understand them.

I use word association - what does it sound like in English. I constantly review new words and try to use them whenever possible.

I practice it at home and with friends.

I form pictures in my head for each word.

Some words suggest words in other languages which makes it easier.

Listening in Class: *What do you think about while the teacher's talking?*

I write down in my notes the vocabulary I don't already know

I think about the accent she uses, whether I know the words she uses, if not, what the context is and what the word may mean.

I try to visualize the words and keep on repeating in my head. Sometimes I silently mouth the words to get the right movements.

I listen to the teacher's pronunciation and try to figure out what she is saying without looking at the book.

I translate what she is saying into English to better understand how the grammar works.

I hear her ask questions to everyone and I myself think about how to respond to them. Then I hear what others say and see if I'm correct.

I think of the accent, stress, and pronunciation of a native speaker, and try to understand at a native speaker's speed.

Speaking Japanese: *How do you perform drills and answer questions?*

I work harder on the more complex sentence structures

I listen to tapes and practice it.

Instead of struggling through a sentence I try to think it all out and then speak at normal speed.

I think of the words and the tense, then answer.

I practice with other Japanese students in my dorm.

I first think of what I need to say, then convert it to Japanese.

I repeat them and try to use objects to make conversation real.

Listening to Tapes: *How do you discipline yourself to listen to the tapes...What do you do if they talk too fast?*

I listen to it everyday and on Sunday

If they talk too fast I keep rewinding until I get it.

I listen at the same time.. . For the CC's I try to remember the context and situation not just the words.

I practice with my friends and housemates.

I act out the conversations, I do not refer to the book right away, first listen for pronunciation.

Worksheet 3

INTRODUCTION TO LEARNING STRATEGIES

As you begin your study of Japanese it may be helpful for you to think of approaching the task in a systematic way. By applying the following steps in the learning process, you can more effectively master the material you are responsible for learning.

PLANNING

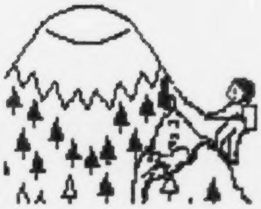
- What do I already know about the topic?
- What should I listen or look for?

MONITORING

- How well am I understanding?
- How well am I being understood?
- Am I using the right strategy for the task?
- How can I keep from getting discouraged?

PROBLEM-SOLVING

- What techniques will work the best to help me understand, speak, and remember better?



EVALUATION

- Did I understand what I heard?
- Was I understood when I spoke?
- Did the techniques I used make learning or practicing this aspect of Japanese easier?

In your class this year, you will be given the opportunity to practice specific techniques within the above areas that may improve your ability to speak, read, and listen to Japanese. These ***Learning Strategies*** will be presented in ways that should help you become a more effective language learner.

Teacher's Guide to Worksheet 3

Introduction to Learning Strategies

Objectives:

To give students an overall explanation for the use of language learning strategies and provide a visual analogy to rely on in reference to the strategies instruction.

Preparation:

Read through the text below so you can rephrase it in your own words when you present it to the class.

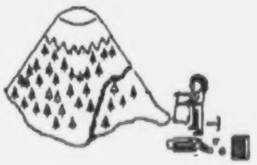
Presentation:

Place the transparency of Worksheet 3 on the projector and go through the following steps in your explanation:

1. Introduction

As you know, we are trying to improve the way you study and learn Japanese by talking about learning strategies in our section. The sheet I've given you is an overview of the approach we'll take in the coming year. You can see there are four boxes with labels on them. The names in these boxes refer to steps in the process of learning. They can apply to any material that you have to learn. The questions in each box apply to learning a language, specifically, Japanese.

2. Let's take a look at the first box, Planning:

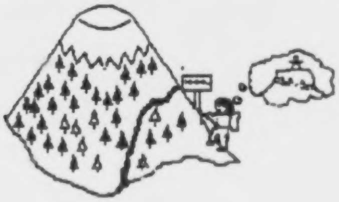


The questions listed are:

- What do I already know about the topic?
- What should I listen or look for?

The graphic next to this box shows a mountain climber. She's getting ready to climb by packing her knapsack. **What does she know about mountain climbing?** From her own experience, she may know what to take along, or perhaps she has read a manual telling what to pack. In the same way, you may know something from personal experience about the subject matter of your Japanese lesson, or you may have read something about how certain things are done in Japan. You can use this knowledge to help you understand the lesson as you work through it.

How will she find the right path to the top? She has learned to watch for particular marks on the trail or on rocks telling which way to turn. In listening to or reading Japanese, you will also learn to recognize little signs, like the past tense marker, or honorific markers, to help you to get the main idea, even if you can't understand every word.

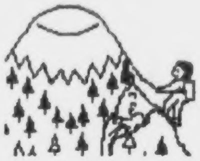


3. Now, let's look at the second box, Monitoring:

The questions asked here are:

- How well am I understanding or being understood?
- Am I using the right strategy for the task?
- How can I keep from getting discouraged?

You have probably taken a long car trip, and found yourself checking the map to see how far you've gone, and how much further you have to go. **Our friend the mountain climber has come to an elevation sign, and is thinking of how far she has to go to get to the top.** She's trying to keep her spirits up by imagining herself already at the top. You can learn some techniques to keep yourself feeling positive about learning Japanese, and perhaps share your own methods with your classmates, to help **them** keep from getting discouraged.

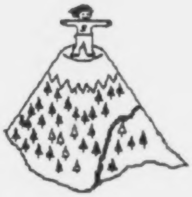


4. The third box is labeled Problem-Solving:

You have been studying Japanese for over a month now, and I'm sure you are getting some idea of the kind of problems you'll have to solve in the process of becoming fluent in Japanese. **When the mountain climber came to a difficult part of the climb, did she give up and turn back?** No, she got out her rope and tried to get over the hard part. In the same way, you will need some "tools" to help you in your study of Japanese, especially for those times when you think you just can't go any further.

4. Finally, we come to the fourth box, Evaluation:

- Did I understand or was I understood?
- Did the techniques I used help me?



When you've finished the task it's often helpful to look back and think of how well you did it, and to consider how you might do it differently next time. **At the top of the mountain, the climber can see where she has come from, and can judge whether she packed the right supplies, or took the right trail.** She feels the muscles she used and might make plans for getting some better shoes next time, or maybe a lighter knapsack. As you accomplish more and more learning tasks in Japanese, you will also get to know which strategies are useful to you, and which ones are not. You'll be able to "tailor" your strategy selection to your own learning style, and become an expert learner of Japanese.

Worksheet 4

Planning

What Do I Know About The Topic?

1. Before you listen to the next CC, check to see what the topic is. You can do this by asking your teacher or a friend to glance at it and tell you the general subject.

- Write it in a few words or a phrase:________________________________
- Ask yourself, "How much do I already know about this topic?"

  Check one:
  - o I have only a little general knowledge.
  - o I know about this topic in detail, from personal experience.
  - o I only know about how this topic relates to life in the U.S.
  - o I know a little about how this topic relates to life in Japan.

2. Think of what words you might hear (write them in English if you don't know them in Japanese yet.) or what type of phrases you might expect in a conversation about this topic.

- List the words or phrases you expect to hear:

____

____

3. Now listen to the CC. Answer the questions after you have heard the whole conversation.

- Who is talking? ____
- What did they say that you can relate to the topic?________________________

  ____
- Did you hear anything that you expected to hear?________________________
- Did you hear anything that surprised you?______________________________

4. Think about whether knowing in advance what to expect usually helps you to understand things you are hearing. Now consider whether it helped you in this case to know something about what you would hear. If it did, then you should try to use this strategy, which is the first step in the process of **Planning**. This first strategy is called Activating Background Knowledge.

Teacher's Guide to Worksheet 4

Planning

Objective:

To introduce the concept of planning for a learning task. In this case, the learning task will be watching the video of the core conversation. The task can be made easier by the use of Activating Background Knowledge, a strategy that is in the Planning step.

Preparation:

Choose a core conversation that has not yet been introduced. The one the students will next be responsible for learning would be ideal. Tell students to keep their books closed throughout this activity.

Presentation:

- Give students a brief introduction along these lines: "An example of the advantage of planning can be found in daily conversation. Have you ever been talking to someone when someone interrupts to tell you about a completely different subject? Do you have trouble understanding what the interrupting person is saying? That could be because you don't know what the new subject is, and your mind is on the old topic. Your mind has the ability to *see a relationship between words and sentences* more easily when you know what *general topic* is being talked about. You can use this ability to help with comprehending the CC's as you listen to them for the first time on your tape.
- Hand out Worksheet 4. **Part 1**: Tell students the topic of the core conversation they will hear. For example, you might say, "This will be a conversation in a stationary store." They should write it in the blank under part 1.
- Ask students to think of how much they know about this topic. They are to check a statement under part 1 about the extent of their knowledge on their worksheets.
- **Part 2**: Have students go on to part 2 and think of words that they might hear in Japanese about this topic. They should write the words on their worksheets.
- **Part 3**: Ask students to listen carefully as you play the tape. Ask them the questions and have them write their answers.
- **Part 4**: After having used this Planning strategy before they listened to the tape, ask if students could understand it better. Tell students the name of this particular strategy is Activating Background Knowledge.

Worksheet 5

Planning

What Should I Listen For?

1.As you have previously done, find out what the topic of the next CC is.

- Write it in a few words or a phrase:______________________________

- Ask yourself, "How much do I already know about this topic?"
  Check one:
  o I have only a little general knowledge.
  o I know about this topic in detail, from personal experience.
  o I only know about how this topic relates to life in the U.S.
  o I know a little about how this topic relates to life in Japan.

2. Your teacher will give you several words to listen for in this CC.

- List the words or phrases you expect to hear:

____

____

3. Now listen to the CC.

- Of the words that you were told, which ones did you hear?

____

____

4. As you have learned, this strategy is called Selective Attention ,and is another possible step in the process of PLANNING.

- Use Selective Attention when you think you won't be able to understand **every word** of what you're listening to or reading.
- If you don't hear the words the first time, go back and listen again. See how much more you hear the second or third time around.
- Try using Selective Attention at home this weekend; when watching Japanese T.V. shows or videos, or out on the town, when you can overhear people speaking Japanese. Think of what the speakers **might** be talking about, then listen for words that have to do with that topic. If you're successful in picking out some words, tell the class about it next week.
- Does it help you to know what specific things you can listen for? __________

Teacher's Guide to Worksheet 5

Selective Attention

Objective:

To introduce the strategy Selective Attention which is used in conjunction with Activating Background Knowledge.

Preparation:

Choose a day prior to one on which you are beginning a new lesson. Pick out a particular core conversation to focus on with this activity. Select a few words or phrases from the core conversation you want the students to listen for. Bring in an audio tape player to class so you can play the tape without the video.

In class:

Explain to your students: "Today you will have an opportunity to use planning to help you understand another CC. "

" You found out in the last worksheet how knowing the topic can help you. Another way you can improve your understanding is to know a few words to listen for. Let's see how this works."

(The rest of the activity may be conducted in Japanese.)

- Hand out the worksheet.
- Ask students to write down the topic you tell them in the first section.
- Give them a little time to complete the section on how much they know about the topic.
- Then, tell them the words to listen for, and have them write the words in the second section.
- Play the tape, and ask students to listen first, just to see if they hear the words you picked out.
- After they've responded, ask whether they heard anything else they recognized.
- Play the tape again and ask if they were able to hear all the words this time.
- Tell them this strategy is called Selective Attention

Worksheet 6

Monitoring

Am I Understanding This?

- When studying a language like Japanese, sometimes it helps to visualize the new material you're learning in the form of a diagram, or to remember words that are used for a similar purpose together in a group. In the following activity, we'll be using these two techniques to learn the politeness levels used in speaking Japanese.

I. List the people around **you** who are in your own IN-GROUP and OUT-GROUP:

MY OUT-GROUP

MY IN-GROUP

II. List the verbs you know and put them into the place they belong, according to whether they are humble, honorific, or plain

HONORIFIC

HUMBLE

PLAIN

III. When do you use these forms? Check the box or write comments.

Situation:	*TO* A SUPERIOR PERSON (IN- OR OUT-GROUP)	*ABOUT* A SUPERIOR PERSON	ABOUT A NEUTRAL PERSON	ABOUT A PERSON IN *YOUR* IN-GROUP
HONORIFIC				
PLAIN				
HUMBLE				

Let's think of specific situations -- which form would you use when:

you talk to your sensei?________________________________

you're talking about a professor to a fellow student?__________________

you're talking about yourself to a friend?______________________________

you're talking about yourself to a professor ?______________________

you're talking about your sensei to a Japanese teacher from New York?__________

you're talking to a student that you don't know?__________

What form does your sensei use to talk to you?________________________

What form does your sensei use to talk to a fellow sensei?____________________

IV. The technique you used in the previous exercise is called **GROUPING.** You put the verbs into groups depending on how they are used. Try to remember the verbs in their groups so you will use them in the appropriate situation.

V. Next you can try to do a role play using the different levels of politeness.

- While you're acting out the role play, ask yourself:

  Am I using the right verb form for this situation?

- Thinking about how you're using Japanese while you're practicing it is called **MONITORING PRODUCTION.** This strategy will help you to speak Japanese more fluently

With a partner, choose one of the situations on the next page, and do what is asked for your role. Use what you've learned from the **grouping** activity above to help you **monitor** what you're saying in Japanese.

Cards to be cut out for role play:

Situation 1:

Role A:	Visiting sales representative	Role B:	Receptionist at Sony Corporation.
Goal:	To introduce yourself to the receptionist, and to find out from the receptionist where Mr. Yosida's office is.	Goal:	To politely announce visitors and humbly direct them to the correct floor
Status:	You're in an out-group to everyone at Sony	Status:	You are lower in status than visitors and are part of the in-group of Sony employees.

Situation 2:

Role A:	Student who has just transferred to Georgetown	Role B:	A Georgetown student hurrying to class.
Goal:	Stop another student on the campus and ask where the library is.	Goal:	To quickly answer a question put to you by an unknown student.
Status:	You're a stranger to everyone on campus so you're in an out-group to other students.	Status:	You and the unknown student are in each other's out-groups.

Situation 3:

Role A:	Student who is asking for the homework assignment.	Role B:	An old-fashioned professor (who is not casual with students)
Goal:	To politely ask the teacher for the homework assignment you missed yesterday, and to thank the teacher for giving it to you.	Goal:	To answer your student's question.
Status:	You're in an out-group to your teacher, and you want to show the teacher a lot of respect.	Status:	You and the student are in each other's out-groups, and you are superior to the student in social status.

Teacher's Guide To Worksheet 6

Monitoring

Objective:

To practice **Monitoring** in connection with the use of polite forms. First, student will use Monitoring Comprehension as they check their understanding of the situation in which the polite forms are used. Then, role plays will give students a chance to use Monitoring Production as they speak and try to remember to use the appropriate polite forms.

Preparation:

- Fill out the top part of the worksheet for yourself -- name people you consider to be in your own in & out-groups.
- List the verbs that students should know already in the three groups shown at the bottom of the first page.
- Decide which verbs should be checked and what comments you want to make on the table on page two of the worksheet.

Presentation:

Page One

- Hand out worksheets -- first give an example or two from the worksheet you filled out for yourself , perhaps *thinking aloud* to **model** why you put someone in one group or the other -- then, ask students to fill out the top part, **(I.)**, listing people in **their** in- & out-groups
- Ask several students to give some examples of people they listed for each group.
- Tell students to fill in verbs in the three boxes. **(II.)** If you think they'll have trouble, you could list them on the board, or read them aloud.
- Explain that they have been **monitoring comprehension** by doing this exercise. Check to see they have the verbs in the right boxes before going on to the next page.

Page Two

- Tell students to look at the situations listed in the table at the top of page two. **(III.)** Then ask them to check in the box next to the verb form they use in that situation. Ask some students for their answers.
- Go over the specific situations listed in part III. Find out the students' decisions about the proper form for each situation.
- Explain that students have been using **GROUPING** to learn how to use these different verb forms.

Page Three:

- Ask students to try to use what they've learned to **monitor** as they speak Japanese while they're doing a role play with a partner. (P.3)
- Explain that this strategy is called **monitoring production.**
- Ask students to act out their role-plays, and if they make a mistake in the verb form, tell them to **monitor** -- asking themselves if it's the appropriate form. Give help if they just don't know what form is right for the situation.

Worksheet 7

Monitoring Comprehension & Monitoring Production

When you take part in oral interviews, do you think about how well you're understanding the teacher's questions? Look at the following situations, imagining what might be going on. Tell what you would do if you found yourself in one of these situations:

Situtation 1.: You start to talk about one topic, and then the teacher asks you about something totally different..

Situation 2.: You only heard the last word of your teacher's question clearly.

Situation 3.: The teacher asks you a question and you don't think you've learned how to say the answer to it yet.

Teacher's Guide To Worksheet 7

Monitoring

Objective:

To prepare students for their upcoming oral exams by providing strategies that will help with monitoring comprehension and production.

Preparation:

Read over the situations and think of what you would suggest the students do in each case. For example:

Situation 1:

- You didn't understand the question so the teacher is trying to get you on the right track.

Situation 2:

- You need to ask a question using that word to try to get the teacher to clarify her question.

Situation 3:

- You're probably trying to construct too elaborate an answer -- just think of what the **simplest** way to answer the question would be.

Presentation:

- Go over the situations. Ask students to give you their evaluation of what might be happening, and what they would suggest a student in that situation might do.
- Write the students' suggestions on the board and add your own to them.
- Tell students that if they can be aware of things like this in their oral interviews they will be using **monitoring comprehension** and **monitoring production**.

WORKSHEET 8
REVIEW OF LEARNING STRATEGIES

During the first semester of this year, you were given instruction in techniques to make the process of learning Japanese easier for you. A summary of the techniques is given below, showing the names of strategies you have practiced in the first two steps of the learning process. Try to recall the names of these two steps and write them in the appropriate boxes.

____

- **Activating Background Knowledge:** What do I already know about the topic?
- **Selective Attention:** What should I listen or look for?

____

- **Monitoring Comprehension:** How well am I understanding?
- **Monitoring Production:** How well am I being understood?
- Am I using the right strategy for the task?

PROBLEM SOLVING

- What techniques will work the best to help me understand, speak, and remember better?

EVALUATION

- Did I understand what I heard?
- Was I understood when I spoke?
- Did the techniques I used make learning or practicing this aspect of Japanese easier?

In the second semester, we will first focus on the problems you have with Japanese and the solutions that you or your classmates have found for these problems. Then we will look for and practice effective strategies that work *for you individually.*

Teachers' Guide for Worksheet 8

Review of Learning Strategies

Objective:

To remind students of their instruction in learning strategies after the semester break and to give students who have joined the section this semester a quick introduction to learning strategies.

Preparation:

- Review the learning strategy lessons of the previous semester. Be ready to give students examples of the ways you have practiced the Planning and Monitoring steps in Worksheets 4-7.

Presentation:

- Remind students of what they have learned about more effective ways of learning Japanese. Use examples from Worksheets 4-7 of the ways you have practiced learning strategies. Discuss the mountain climber analogy and hand out Worksheet 8. Ask students to fill in the names of the first two steps. (Planning and Monitoring)
- If there are students who have joined the class this semester, ask them if they understand, and if they have any questions, see if another class member can explain the strategies instruction to them. If not, give your own explanation and be sure to give them the worksheets from the first semester.
- Explain that the next step in our process is Problem Solving, and that the students should think of things they have trouble with in learning Japanese to report on the midyear evaluation. (to be given in the next session)

Midyear Evaluation - Speaking & Listening

Most of you have studied Japanese for a semester at this university. This questionnaire is designed to find out what aspects of speaking and listening to Japanese have caused difficulty for you.

- By identifying the problems you have, you will be able to seek out the solutions to them, and become a more successful language learner.
- Our work in the coming semester will focus on strategies that might be the most helpful to you as an individual learner.

Please circle the choice that tells how much each statement applies **to you.** If you have tried **any techniques** in the past to deal with the problem please write them in the blanks following the statement.

I. Speaking

1. I forget the words in Japanese when I speak.

Never Rarely Sometimes Usually Always

____

____

2. I try to translate English into Japanese.

Never Rarely Sometimes Usually Always

____

____

3. I feel my Japanese has a heavy accent, so teachers or friends don't understand me.

Never Rarely Sometimes Usually Always

____

____

4. I feel very nervous when I speak Japanese, so I can't enjoy it.

Never Rarely Sometimes Usually Always

____

____

5. I don't know how I can use Japanese expressions appropriately in real life situations.

Never Rarely Sometimes Usually Always

____

6. Are there any other problems related to speaking that you have encountered in the last semester? Do you have any solutions for those problems?

II. Listening

1. I don't understand what the teacher says in class.

Never Rarely Sometimes Usually Always

2. I don't understand what the other students say in class.

Never Rarely Sometimes Usually Always

3. Even though I can recognize the sound of the words when I am listening to native speakers, I don't understand what they mean.

Never Rarely Sometimes Usually Always

4. Are there other problems related to listening that you have encountered in the last semester? Do you have any solutions for those problems?

Midyear Evaluation - Reading & General

You have already answered questions about your speaking and listening skills for Japanese. This questionnaire is designed to find out what aspects of reading and learning Japanese in general have caused difficulty for you.

- By identifying the problems you have, you will be able to seek out the solutions to them, and become a more successful language learner.
- Our work in the coming semester will focus on strategies that might be the most helpful to you as an individual learner.

Please circle the choice that tells how much each statement applies **to you**. If you have tried **any techniques** in the past to deal with the problem please write them in the blanks following the statement.

III. Reading

1. I have to write Romaji above sentences that are written in Japanese characters.

Never Rarely Sometimes Usually Always

2. I can not separate words from each other when I'm reading.

Never Rarely Sometimes Usually Always

3. It takes so long for me to decode the sentence that I can't get the general idea.

Never Rarely Sometimes Usually Always

4. Are there any other problems related to reading that you have encountered in the last semester? Do you have any solutions for those problems?

IV. *General*

1. I can't see the connection between the lesson objectives and the activities that I am engaged in.

Never Rarely Sometimes Usually Always

2. I feel unprepared when I am called on for a drill.

Never Rarely Sometimes Usually Always

3. It's hard for me to study with my class mates or my Japanese friends outside of class.

Never Rarely Sometimes Usually Always

4. Are there other general problems that you have encountered in the last semester? Do you have any solutions for those problems?

Worksheet 9

Memory Strategies

Do you need different ways to try to remember new material in Japanese? Research in memory has shown that the more associations one can make with new material, the easier it will be to remember. The associations can be one of the four below:

Visual	Aural	Physical	Emotional
Imagery -associating with objects, pictures	Repeating in different ways	Using movements - while speaking or writing words	Personalization - relating to something important to oneself
Using colors - colored flash cards, charts	Listening to tapes or native speakers with heightened attention	Acting out phrases - or using words in their social context	Self-Talk - to encourage oneself to keep trying
		Using real objects to practice	

An important concept in applying learning strategies is that you try various techniques out, and see which ones fit with your **personal** learning style - for example, if you are a visual learner, you'd be more successful with visual associations - then you keep those strategies that you're comfortable with and that have worked for you in the past.

Here is an example of how to apply the 4-step learning process to new material:

New material to be learned: Dictionary forms of verbs in Japanese.	
PLANNING:	What is important about this form? How many different groups of verbs are there? What should I pay attention to in each group?
MONITORING:	Do I understand how this verb form should be used?
PROBLEM SOLVING:	What kind of techniques fit my learning style? (see above) Which strategy will I use for memorizing these forms?
EVALUATION:	(After working on the forms for a few days or a week) Did I use the right strategy? Am I able to remember when to use the forms? Do I still understand the differences between the groups of verbs?

BEST COPY AVAILABLE

Ask yourself the questions in the table above, and try to use this approach for the dictionary form of verbs. When you feel that you've found a technique that works for you, write it down and return this sheet.

My technique for learning the dictionary form:

Did you run into any stumbling blocks, or things you just couldn't understand? If so, please jot them down here:

(You can choose whether or not to write your name at the top of this page)

Teacher's Guide to Worksheet 9

Memory Strategies

Objective:

To introduce the variety of associations that can be made in order to improve memory of new material and to show how the problem-solving process model can apply to using the memory strategies.

Presentation:

- Have students take a look at the worksheet, then ask if they have any particular types of associations they have found to be effective for themselves.
- Discuss the various learning styles that are represented in the class.
- Ask students to think of how they can apply the four-step process at the bottom of the first page to their choice of strategies.
- Have students think about he dictionary form, which they are now studying. See if they can come up with a strategy to help remember the dictionary form.
- Ask them to bring the second sheet back next time to report on their experiences with trying their chosen strategy.

Worksheet 10
Problem Solving
Contextualization

You said on your questionnaires that you often try to translate from English directly into Japanese, and that you didn't know how to use Japanese expressions in real life situations.

A strategy that can help with both of these problems is **Contextualization**. This refers to practicing a foreign language through the use of real objects, or acting out a situation in which you would use certain words or expressions in Japanese. The advantage of using this strategy is that you are giving your brain more associations with the material you want to learn. When you need to remember the phrase, or are in that situation in real life, you will have had the experience of practicing it and have a better chance of remembering the Japanese words you will need to use. Through recalling the physical actions you performed, or the look and feel of the objects you held, you can help your mind to call up the words that were associated with that experience.

- For example: when you learned the word for "magazine" your teacher brought in a magazine, and you used the word *jasi* while holding the magazine. You may have picked up a white candy and said, *"siroi"* when you were studying the color words. These are simple examples of **Contextualization**.
- Think of what you are studying this week. Can you come up with a way to use **Contextualization** to help you remember it better? Write down your ideas below:

1. New material to be learned:

2. How I will use **Contextualization** to study this new material:

Teacher's Guide to Worksheet 10

Problem Solving

Contextualization

Objective:

To give students an opportunity to think of their own application of a strategy to their learning of Japanese.

Presentation:

- Remind students of their statements on the midyear questionnaire about their problems with learning Japanese.
- Explain that one strategy that can be used to help with the problem that seemed most common (translating directly from English to Japanese) is Contextualization. Define contextualization as the use of real objects to practice language, or acting out a situation in which you would use certain words or expressions in Japanese.
- Have students choose an aspect of the new material presented this week to study through contextualization. They should write it under #1.
- Have students think of a **specific** way they can use contextualization to study that new material. Ask them to try it and report in the next class session about their experiences.

Worksheet 11

Strategies For Improving Listening Comprehension

PLAN: What am I going to hear? Will it be :

☐ a single sentence?
☐ a phrase?
☐ a conversation?

Why am I listening? Do I want to:

☐ get the gist of the material?
☐ find out specific information?
☐ memorize this material?

MONITOR:

☐ What am I getting out of this?
☐ What does it mean to me personally?
☐ Which words/phrases **don't** I understand?

PROBLEM-SOLVE:

☐ What is the context of what I don't understand?
☐ Can I ask a question about that specific part?
☐ Should I add that word/phrase to my notes or flashcards?:

EVALUATE:

t

☐ Did I use the appropriate strategies for listening to this?
☐ What technique should I try next time?
☐ Did what I thought I understood make any sense?

As you listen to various materials in Japanese, go through these steps, and see if they can help you to find he strategies that work best for you.

Teacher's Guide to Worksheet 11

Listing Strategies

Objective:

To apply the problem-solving process model as a whole to the task of listening.

Preparation:

Choose an audio tape of authentic material in Japanese to play for this activity, or use a section of a core conversation that students have not studied yet. Decide what you want students to listen for on this tape. Look over the worksheet to see how the questions can be answered, depending on the material you have chosen to play.

Presentation:

- Tell students what kind of material you will play for them on the tape. They will then be able to answer the first question, "What am I going to hear?"
- Give them a purpose for listening; for example, they need to find out a particular piece of information, or to get the gist of the conversation. They will then be able to answer the second question, "Why am I listening?" When they have the answer to this question, ask them to decide what strategies they will use in performing this task.
- Play the tape and ask students to monitor their comprehension as they listen to it.
- When you have finished playing the tape, ask students to answer the questions under Problem Solving and to tell you what problems they had. Then ask them to think of what strategies they can use to deal with those problems. If time allows, have as many students as possible suggest the strategies they think will help with their own problems or other students' problems in listening.
- Finally, ask students to evaluate the strategies they used to perform this listening task, and to decide if they were effective.

Worksheet 12

Problem Solving:

How Can I Remember Vocabulary?

One way that you can improve your memory of vocabulary is to group the words according to characteristics or categories. These should be categories that are meaningful to you: for example, if you don't know the difference between an adverb and an adjective, why bother grouping them in separate categories? If the category is meaningful to you, your chances of remembering what was in it will be that much better.

You've been studying the family names for in & out groups. To practice Grouping, see if you can write the words for the in & out groups in the chart below. If you want to separate them further by putting male & female together; or younger & older together, feel free to.

HUMBLE	POLITE

Teacher's Guide to Worksheet 12

Problem Solving - How can I remember vocabulary?

Objective:

To apply the problem-solving process model to the study of family terms and to practice the Grouping strategy.

Presentation:

- Remind students of their use of Grouping in the past. Explain that in the study of a large number of terms such as the family terms, it helps to be able to break them into smaller units.
- Ask students to tell you which of two stories they might remember better: a story that they made up or a story another person made up? In general, we remember something better if we had a part in creating it. The same is true of categories for **Grouping**. The students will remember better which words go into which categories if they themselves create the categories and assign words to the categories.
- Ask students to decide to which categories they would like to assign the various in & out group family terms. For example, they can put them into older vs. younger, males vs. females, ones that are lower in status vs. those that are higher in status, etc.
- Give students time in class or for homework to make their groupings. Then ask some students to report on their decisions and compare the type of groups they made and their success at memorizing the terms using those groups.

Worksheet 13 A

Problem Solving:

How Can I Remember & Understand Numbers?

One way that you can improve your comprehension of numbers in Japanese is to use the strategy Silent Repetition. This means that you use your mind's ability to play back what you have just heard. For most people, this is only possible in the few seconds after hearing something. Did you ever hear someone say something, ask them what they said, and before they can explain, your mind beings to make sense of what they said? It's like you have heard their words a second time, and that gave your mind the time it needed to process them. You can train yourself to do this consciously with things you hear in Japanese. Try it today with this pair activity:

- Sit with your back to your partner.
- Ask your partner, in Japanese, of course, for the phone number of the first place that is left blank on your sheet.
- Your partner will try to say the number in Japanese as fast as possible. Give him or her the time they need to do their own silent practice so they can say it quickly.
- When your partner says the number, don't write it down as s/he says it. Wait a few seconds and **try to hear it echo in your mind.** You will be using the strategy Silent Repetition.

After you have heard it a second time, echoing in your mind, **write it down.**

This technique may seem like an extra step for you now, but think of the times when you won't be able to ask for a repetition - when you get a recording on the phone, or when you hear a number on the radio. Then you'll be glad that you've developed this strategy, because you can use the replay to get a "second chance" at processing the number.

Ask the no. of:	Tell the no. of:	
Vital Vittles	Riggs Ginkoo	835-7378
Niti-Bee Kyookai (Japan-America Society)	G.U. no honya	687-7482
Domino's Pizza	Tower Rekoodo	331-2400
Omori-sensei	Matuba (Resutoran)	652-7449

How did this work for you?____

Worksheet 13 B

Problem Solving:

How Can I Remember & Understand Numbers?

One way that you can improve your comprehension of numbers in Japanese is to use the strategy Silent Repetition. This means that you use your mind's ability to play back what you have just heard. For most people, this is only possible in the few seconds after hearing something. Did you ever hear someone say something, ask them what they said, and before they can explain, your mind beings to make sense of what they said? It's like you have heard their words a second time, and that gave your mind the time it needed to process them. You can train yourself to do this consciously with things you hear in Japanese. Try it today with this pair activity:

- Sit with your back to your partner.
- Ask your partner, in Japanese, of course, for the phone number of the first place that is left blank on your sheet.
- Your partner will try to say the number as fast as possible. Give him or her the time they need to do their own silent practice so they can say it quickly.
- When your partner says the number, don't write it down as s/he says it. Wait a few seconds and **try to hear it echo in your mind.** You will be using the strategy Silent Repetition.
- After you have heard it a second time, echoing in your mind, **write it down.**

This technique may seem like an extra step for you now, but think of the times when you won't be able to ask for a repetition - when you get a recording on the phone, or when you hear a number on the radio. Then you'll be glad that you've developed this strategy, because you can use the replay to get a "second chance" at processing the number.

Ask the number of:	Tell the number of:	
Riggs Ginkoo	Vital Vittles	944-2296
G.U Honya	Niti-Bee Kyookai (Japan-America Society)	289-8290
Tower Rekoodo	Domino's	342-0100
Matuba (Resutoran)	Nihongo no Sensei	687-6144

How did this work for you?______________________________

Teacher's Guide to Worksheets 13 A & B

Silent Repetition

Objective:

To practice **Silent Repetition** with phone numbers.

Preparation:

Have students get into pairs sitting back to back.

Presentation:

- Begin by modeling the strategy:

Tell how you still have trouble with understanding numbers when people say them really fast in English. Explain:

"I just let the number echo in my mind for a few seconds, until I have the time I need to process it. This is something you can train yourself to do, and it can be a very useful strategy for those times when you can't ask for a repetition - like when you get a recording on the phone, and you aren't ready to write, or when you hear a phone number on the radio and you don't have a pencil handy."

- Tell the name of the strategy:

*"The name of this strategy is **Silent Repetition**. It sounds like you are doing something on purpose, but what it means is that you're using your mind's ability to replay something you've heard right afterwards. You only have to take the time to **let it** do that. Sometime people use the term Silent Repetition to talk about what they do by saying something to themselves. That's a more **active use** of this ability - and you can use that kind of **Silent Repetition** to prepare for when it's your turn to SAY the numbers on your worksheets."*

- Explain the information gap activity:

"If your worksheet is 13 A, sit facing the windows. If your worksheet is 13 B, sit facing the hallway. Your partner is the person nearest you whose back is to you.

- "A" students: In Japanese, ask your partner for the number of Vital Vittles (MODEL THIS)

- "B" students: Read the number to yourself first, and kind of rehearse it silently in you mind before you say it. The idea of this is to say it as fast as you can; as close to a native speaker's speed as possible.
- "A" students: When you hear the number once, wait - DON'T WRITE IT! Wait until you can hear it ECHO in your mind - after you've **heard it a second time**, through Silent Repetition, you can write it.

- If you see anyone writing the number immediately, stop them and ask them to listen for the echo first.

- Tell all students to take turns asking for and answering with the phone numbers until both "A" and "B" sheets are filled out.

Worksheet 14

Problem Solving:

How Can I Understand Tapes Of The Cc's Better?

Please look at page 33 of your text, where you'll find an explanation of the situations in the CC's, under "Miscellaneous Notes" It tells you that in Lesson 12B, CC 2 is a phone conversation. Before you listen to the CC, it may help you to know something about it. This will allow you to activate your background knowledge of this type of situation. Take a minute and think about what you'd expect of a phone conversation in Japanese:

- What kind of language do you think the caller will use? (Polite or casual)
- What might the person answering the phone say? (maybe the name of the place being called)
- What will happen if the person called is not there?

You are using your **background knowledge** to predict things that you will listen for in this CC. After **predicting** the actual words you might hear, you can listen for those words, and confirm or disconfirm your predictions.

BEFORE listening to the CC - Make PREDICTIONS Write the *specific words* you expect to hear in answer to these questions:	
1. What place is the woman calling?	
2. Who is she calling?	
3. Is that person in?	

Now, listen to the CC, and listen for those words you wrote in the boxes above.

AFTER listening to the CC - Check your PREDICTIONS Write the *specific words* you really did hear in answer to these questions:	
1. What place is the woman calling?	
2. Who is she calling?	
3. Is that person in?	

You can use your background knowledge to help yourself *make predictions* in other situations, too.

Did using Prediction and Selective Attention help you today?____________________

Why or why not?____

Teacher's Guide to Worksheet 14
Problem Solving Using Prediction

Objective:

To give students a technique they can use to improve listening comprehension of the videos of the core conversations.

Preparation:

- Before viewing lesson 12 CC1, tell students you're going to give them a little hint about what the CC deals with. Tell them to look at page 333, "Miscellaneous Notes" Have them read what is said about CC 2.

Presentation:

- Ask the students: What do you expect of a phone conversation in Japanese? (Talk about BUSINESS phone conversations IN GENERAL. Polite language is to be expected, of course)
- What might the person answering the phone say when they first pick up the phone? (you may have to give them some specific words here, based on what the book says about the phone ritual - or, they may say the name of the place being called)
- What will happen if the person called is not there? (suggest the options that they know are available: the caller will call back or the callee will return the call)
- Have them make predictions about this specific phone conversation, writing down the words they expect to hear (don't tell them what to listen for unless they really can't figure it out):
    1. What place is the woman calling? (Listen for "~~ daigaku")
    2. Whom is she calling? (listen for "~~ sensei")
    3. Is that person in? (listen for ——)
- Play the tape, and remind them to check their predictions.
- When they have heard the tape, ask them if their predictions helped them to listen for things that would help them understand what's going on in the CC.
- Finally, remind them that they have used their **Background Knowledge** to make **Predictions**, then they checked their predictions.

Worksheet 15

Problem Solving:

How Can I Remember Kanji?

One way you can practice your listening techniques and also work on remembering Kanji is through a game. This game is called Kanji Bingo:

- Write the Kanji listed on the board in the boxes below. Put them in any order you want.
- Listen to your teacher's sentences. Use **Selective Attention** to listen for the words that you have written in Kanji.
- Cross off each word as you hear it.
- When you have three Kanji in a row crossed off, yell "Katta!" (I won!)

Teacher's Guide for Worksheet 15
Selective Attention

Objective:

To have a fun practice of Selective Attention by playing a fast-paced game of Kanji Bingo.

Preparation:

Chose nine Kanji the students should know by now. Write sentences with them.

Presentation:

- Write the Kanji you have chosen on the board.
- Have students write all nine of the Kanji in the boxes on their worksheet. They should mix them up and write them in random order in the boxes.
- Explain that you will read sentences that contain these Kanji, and the students will have to use **Selective Attention** to listen for those words that you have written in Kanji.
- When a student hears the word to go with the Kanji, s/he should cross it out on the worksheet.
- When one student gets three in a row, they should jump up and shout, "Katta!"

Worksheet 16

Planning

How Can I Distinguish Speech Styles?

Before, we used Prediction to find out information. As you did for Lesson 12B, you can read the notes in your book for Lesson 13B, CC2. (page 17, #2.) The notes mention various aspects of the conversation that you might be able to use for Prediction; for example, the time of the appointment, which the book tells you will be repeated. You could use Prediction and listen for that time, whom the appointment is with, and so on.

Another way you can use Prediction is to think of what style you'd expect to hear in a situation, and listen for some specific markers you can use to tell what styles the speakers are using. In your conversations with speakers of Japanese, you need to be aware of the speech style used so you can respond in a polite way.

In the table below are some of the words you can listen for in CC2. There isn't any more prediction to do, since your text has told you exactly what you will hear. At this point, you can use the strategy Selective Attention: listening for specific language aspects in order to better understand what you are hearing.

Section	Selected word	Meaning	Politeness level	Hear it?
b.	kotira	oneself	polite	
c.	Haa	Yes	stiff, humble polite	
	ome ni kakaritai	meet (au)	humble polite	
f.	kekkoo	equiv. of ii, yorosii	formal, elegant	
	ukagaimasu	inquire	humble polite	
	yorosiku onegai itasimasu	(ritual) request for further consideration	humble polite	
g.	situree itasimasita	apologizes for anything impolite in the conversation	humble polite	

Now, listen to the tape, and see if you can hear the words listed and check if you do.

Teacher's Guide for Worksheet 16

Prediction & Selective Attention

Objective:

Get tape ready to play Lesson 13B, CC2

- Remind students how they used Prediction before (Lesson 12B) Tell them they can use it for information, such as finding out the time of the appointment in CC2.
- Explain that prediction can be used in combination with Selective Attention, as it will be in this activity. Here, we can predict that people talking on the phone will use certain ritual expressions, and that if they are in a business situation, they will be using polite style.
- Discuss the benefits for improving communication if students can tell in what style they are being spoken to.
- Have students look at the chart and pronounce the words they will listen for. Tell students they will be using Selective Attention to listen for the words showing the speech style.
- Play the tape. Ask students how much they were able to hear. Suggest that they use Selective Attention to listen for different politeness levels in their conversations outside of class, or when watching movies in Japanese.

Worksheet 17

Planning

How Will I Know What To Say?

You have studied phone rituals for a couple of weeks now. You can reasonably predict that your teacher will be asking you to role-play a phone conversation as part of your next oral interview. So, tonight, try a strategy that might help you to perform better if your teacher asks you to role-play a phone conversation. This strategy is called **Rehearsal**, and it's as simple as it sounds - practice the things that you think you might have to say in a particular situation. It's a little different from just practicing phrases, because when you rehearse, you have a real social situation in mind, and you can imagine what the other person is saying before and after the things you want to be able to say.

At home tonight, write down all of the Japanese phone ritual phrases you can find. For instance, in English we use, "Please call me back"; "Sorry - wrong number"; "I'll call you back" as such "stock" phrases. You can use your book or notes to find all the phrases you learned in the last two lessons.

Ritual Phone Phrases:	Meaning in English:

Tomorrow in class, you will be asked to act out a role play (Application A, p. 25) of a phone conversation. To be ready for it, practice the phrases in your chart tonight This rehearsal will help you to feel more confident tomorrow when you're called on.

To prepare for the oral interview next week, think about which of the ritual phone expressions you'd be the most likely to use in your oral interview. Then practice the over and over. Call up a friend and use them! Call up a Japanese restaurant or travel agency and use them! Just use them, and you'll feel like a real Nihongo phone pro!

Teacher's Guide to Worksheet 17

Planning - How will I know what to say?

Objective:

To prepare for the oral interviews using the **Rehearsal** strategy of the Planning step.

Preparation:

Choose a role play that will require students to use phone expressions.

Presentation:

- Tell students you will give them some help on their oral interviews that are coming up.
- Explain that the ritual phone expressions are a good topic for rehearsal. This strategy is a little different from just repeating, since you should have a social situation in mind when you are using Rehearsal.
- Have students take home the worksheet and write down the phone expressions they have learned.
- Tomorrow, have students act out the role play and use some of the expressions.